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ABSTRACT

This guide is designed for Singhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)

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SINHALA LANGUAGE TRAINER'S MANUAL

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Sinhala Language Trainer's Manual

A set of lesson plans on selected grammar
incorporated competencies for
Peace Corps Sri Lanka Pre-Service Training

Program & Training Unit
Peace Corps Sri Lanka

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Illustrated by Sampath Madawa Jayawardhane

PREFACE

In the past, Language Trainers, including the Language Coordinator, had to allocate most of their time on lesson planning during the Pre-Service Training. A minimum of 4-5 hours of a PST day is allocated for language teaching during the first 6 weeks. In addition to the daily lesson planning and classroom teaching, language trainers must attend to other activities of the PST such as participating in cross-cultural or technical sessions if needed, visit home-stays of PCTs when needed, attend daily staff meetings etc. All these tasks are time-consuming and unavoidable. A completed set of quality lesson plans was a much needed requirement for PST language programs.

This Sinhala Language Trainer's Manual is the fulfillment of that need. It is composed to equip the Pre-Service Training Language Trainers with a collection of identified survival and technical language competencies including activities, visual-aids and grammar notes as far as possible.

The manual consists of:

I. List of selected language topic and competencies
II. Guided dialogue under each competency
III. Lesson focus: Teaching Points
IV. Lesson plan for each Teaching Point
V. Grammar notes relating for the lesson
VI. Sample of Visual-aids needed to the lesson
VII. Culture Note under each topic
VIII. Collection of grammar handouts relating to the curriculum

However, modifications to the lesson plans have to be made time to time in order to suit the students acquisition of the language: such as learning styles, age etc. We earnestly hope this manual would enable the Peace Corps Language Trainers to gain better understanding and knowledge of Peace Corps Language Program and in turn contribute to make the PST language Program a success.

We welcome your suggestions and comments to make necessary improvements to this manual.

Sumithra Mapatuna
Language/Cultural Training Coordinator
Peace Corps Sri Lanka
June 1995

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I would like to thank Mr. Kapila Wewegama, Associate Director (Program & Training) who encouraged and guided me to produce this Sinhala Language manual for Peace Corps Sri Lanka, Ms. Kathleen M Corey, Country Director, for her valuable comments and contribution, Mr. Noel Sylvester for planning-computerizing and compilation of the manual and also Mr. Samapth Madhawa Jayawardhane for his attractive illustrations and all his assistance in compiling this manual.

Sumithra Mapatuna
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Section 1

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- List of selected language competencies for PST 1-2
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A LIST OF SELECTED LANGUAGE COMPETENCIES FOR PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	**TOPIC I:**	**Personal Identification**
	Competencies:	(1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person
B	**TOPIC II:**	**Host Family**
	Competencies:	(1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family
C	**TOPIC III:**	**Classroom Orientation**
	Competencies:	(1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines
D	**TOPIC IV:**	**Social Life**
	Competencies:	(1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks
E	**TOPIC V:**	**Food**
	Competencies:	(1) To describe food needs (2) To ask about typical host country foods (3) To express food preferences (4) To refuse additional food when offered
F	**TOPIC VI:**	**Health**
	Competencies:	(1) To describe one's physical condition (2) To describe one's emotional state

G	**TOPIC VII:** **Clothing** Competencies: (1) To select clothing (2) To have an item of clothing made
H	**TOPIC VIII:** **Shopping** Competencies: (1) To ask for availability (2) To bargain
I	**TOPIC IX:** **Directions** Competencies: (1) To ask for and give location of buildings (2) To ask for and give directions
J	**TOPIC X:** **Transportation** Competencies: (1) To ask for information about bus-stops and schedules (2) To purchase bus/train tickets (3) To engage 3-wheeler and settle for a reasonable fare
K	**TOPIC XI:** **Communication** Competencies: (1) To find out business hours in the Post Office (2) To make a telephone call

Technical Competencies:

L	**TOPIC XII:** **Housing** Competencies: (1) To locate appropriate housing (2) To get information about rent and utilities
M	**TOPIC XIII:** **Employment** Competencies: (1) To describe his/her Peace Corps assignment

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- Time Adverbials....... 42
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- Words related to Education....... 60

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- Relatives....... 12
- Numerals (cardinals)....... 27

3. Classroom Orientation *C*
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- Furniture & Kitchen utensils	8
13. Employment	***M***
- Academic Institutions	2
- Salary & Allowance	7

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- Verb Infinitives	13
- S(1st person) + Verb Infinitive O	15
- Verb Present Tense	21
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- Present Verbal Adjective + කොට (when/whenever)	57
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- Locatives	10
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- S(2nd person) + V(present) +ද. (requesting)	7
- S(Dative) + V(infinitive) +පුළුවං (Can/Can't)	11
- V(past) + ට + කමක් නෑ	18
- Present Verb base + මු (Let us)	25
- Because	31
- Also	35
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5. Food	*E*
- S(Dative) + ඕනා (want/don't want)	4
- S(Dative) + V(past participle) + දෙනවද?(requesting)	10
- S(Direct) + V(past participle) + දෙන්නද? (Offering)	14
- V(past participle) + තියෙනවා/නෑ	19
- Like/don't like	25
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Topic Page

6. **Health** *F*
  - V(past) + ම (once)........ 11
  - May/Might........ 14
  - Reported Speech (කිව්වා......කියලා). 20
  - Reported Speech (ලු) -it seems 23

7. **Clothing** *G*
  - Which........ 4
  - Either-Or........ 7
  - Have to/Must........ 10

8. **Shopping** *H*
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9. **Directions** *I*
  - Post-positions........ 5

10. **Transportation** *J*
  - Verbal Adjective + Noun (descriptive nouns)........ 5
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12. **Employment** *M*
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Section 2

Lesson Plans

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Host Family	B
Classroom Orientation	C
Social Life	D
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Health	F
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Employment	L

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A

Topic I: Personal Identification

Competencies **Page**

(1) To greet and be greeted:
  Dialogue I 01-04
  Dialogue II 05-09

(2) To greet and say good-bye:
  Dialogue I 10-19
  Dialogue II 20-26

(3) To introduce self:
  Dialogue I 27-34

(4) To ask and answer questions about one's background:
  Dialogue I 35-40
  Dialogue II 41-45
  Dialogue III 46-55
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(5) To describe a place or a person:
  Dialogue I 62-70

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan	Functions
සුසිල් : ආයුබෝවන්! (May you live long!)	- greeting people
ටම : ආයුබෝවන්! (May you live long!)	- being greeted
සුසිල් : කොහොමද? (How are you?)	- socializing
ටම : හොඳයි. (Good)	- socializing

Vocabulary

හොඳයි
වරදක් නෑ
ඔහේ ඉන්නවා

LESSON PLAN

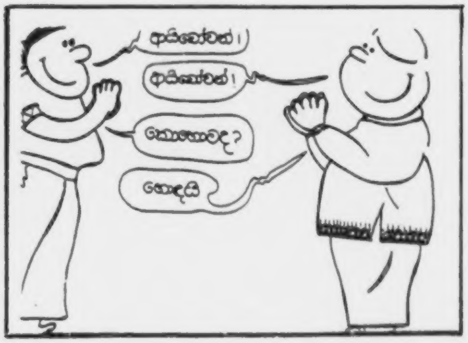
Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to greet others with appropriate gesture'
Teaching Point	**Dialogue**
Materials needed	White board, markers, paper strips, students answer sheets, ✓/ X cards

PROCEDURE

1. **Warm up/Review:** **5 mins**

2. **Presentation:** **5 mins**

    1. Draw two stick figures on the board
    2. Point to figure A, and say ආයුබෝවන් !
    3. Point to figure B, and say ආයුබෝවන් !
    4. Point to figure A, and say කොහොමද?
    5. Point to figure B, and say හොඳයි


ආයුබෝවන් !
ආයුබෝවන් !
කොහොමද ?
හොඳයි

    6. Take both roles and repeat the dialogue.

* see GRAMMAR NOTE

3. Practice:

Listening - **10 mins**

1. Pronounce each vocabulary item 3 times and get the students to select the correct one by drawing a circle over a, b or c on the given sheet.

Teacher says

a) අයුබොවන් b) ආයුබෝවන් c) ඇයුබෝවන්

a) කෙහෙමද? b) කහෙමද? c) කොහොමද?

a) හඳයි b) හොඳයි c) හොඳායි

a) වෙරදක් නෑ, b) වරදක් නෙ, c) වරදක් නෑ,

a) ඔහි ඉන්නවා b) ඔහේ ඉන්නවා c) ඕහේ ඉන්නවා

2. Read the dialogue incorrectly and ask the students to show ✓ X cards

Listening & Speaking - **5 mins**

1. Take roles and practice the dialogue with students.
2. Divide the class into two and practice the dialogue

Speaking - **2 mins**

1. Students practice the dialogue in pairs

4. Application (use): 8 mins

Role play: Ask two students to come forward and perform the dialogue as a role play. Roles: PCV - Passer by

5. Assessment (Task): 10 mins

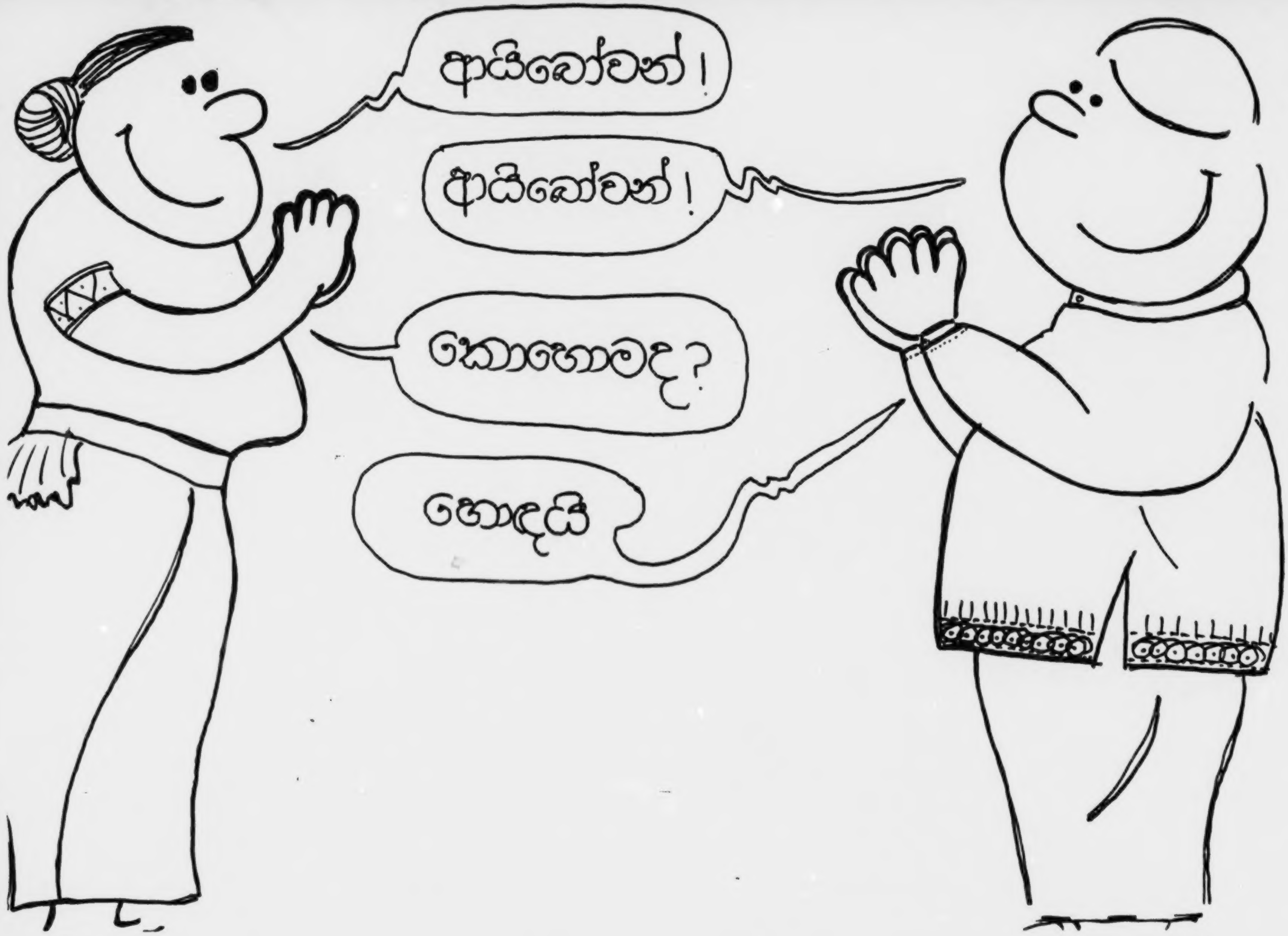
1. Give the above dialogue on strips and ask the students to rearrange.
2. Bring two classes together and ask the students to move around and greet each other.
3. Ask the the students to go out of the classroom, find and greet a Sri Lankan.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

*   When the question කොහොමද? is asked the answer depends on the feeling of the listener. Thus it could be වරදක් නෑ , or එහෙම් ඉන්නවා which could mean 'not bad' or 'just existing.'


ආයිබෝවන්!
ආයිබෝවන්!
කොහොමද?
හොඳයි

Personal Identification

Competency : To greet and be greeted

Situation : With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
ටිම	සුබ උදෑසනක් (Good Morning)	- greeting people
සුනිල්	සුබ උදෑසනක් (Good Morning)	- being greeted
ටිම	සැපසනීප කොහොමද? (How are you?)	- socializing
සුනිල්	වරදක් නෑ. (Not bad.)	- socializing

Vocabulary

උදේ දවල් හවස හැන්දෑව රෑ

LESSON PLAN I

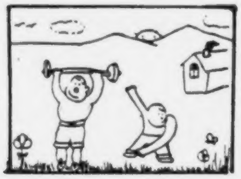
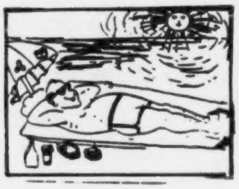
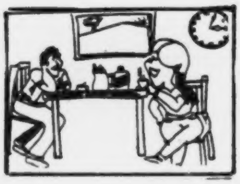
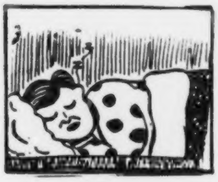
Estimated Time	35 minutes
Objective	At the end of the lesson, the students will be able to use times of the day
Teaching Point	**Vocabulary: times of day උදේ දවල් හවස හැන්දෑව රෑ**
Materials needed	Pictures, MCQ charts, Yes/No cards, Action picture cards

PROCEDURE

1. Warm up/Review: **5 mins**

2. Presentation: **5 mins**

Present the concepts through visuals

3. Practice:

Listening - **10 mins**

1. Point to the pictures and say the word. Students show / X cards.
2. Check pronunciation using a Multiple Choice Questions (MCQ) chart.

a) උදී b) උදේ c) උදෑ

a) දවල් b) දවොල් c) දැවල්

a) හැවස b) හාවස c) හවස

a) හන්දෑව b) හැන්දාව c) හැන්දෑව

a) රෑ b) රේ c) රා

Listening & Speaking - **5 mins**

1. Say related words & students say the correct time of the day.

Tr:	breakfast	Ss:	(උදේ)
	dinner	Ss:	....
	evening tea	Ss:	....
	lunch	Ss:	....
	nap	Ss:	....

Speaking - **5 mins**

1. Point to the words and students say the words.
2. Say a word & students say what comes after.

   Tr: උදේ Ss: දවල්

3. Say a word & students say what comes before.

   Tr: දවල් Ss: උදේ

4. Application (use): 5 mins

1. Divide the class into pairs or two groups and distribute action cards. One group select cards at random and shows to the others and they guess.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to perform the dialogue
Teaching Point	**Dialogue**
Materials needed	Newsprint

PROCEDURE

1. **Warm up/Review:** **2 mins**

Review the previous lesson.

2. **Presentation:** **3 mins**

1. Put the dialogue news print on the board, and read the dialogue 3 or 4 times and let the students listen well.

3. **Practice:**

Listening - **5 mins**

1 Read the dialogue sentence by sentence and ask the students how many words are there in each line.

Listening & Speaking - **5 mins**

1. Take one role and practice the dialogue with students (Group & individual)
2. Change role and repeat #1.

Speaking - **7 mins**

1. Draw the following blanks on the board and cue the students say the dialogue.

A: ______________ ____________
B: ______________ ____________
A: ______________ ____________?
B: ______________ ___________.

4. Application (use): **3 mins**

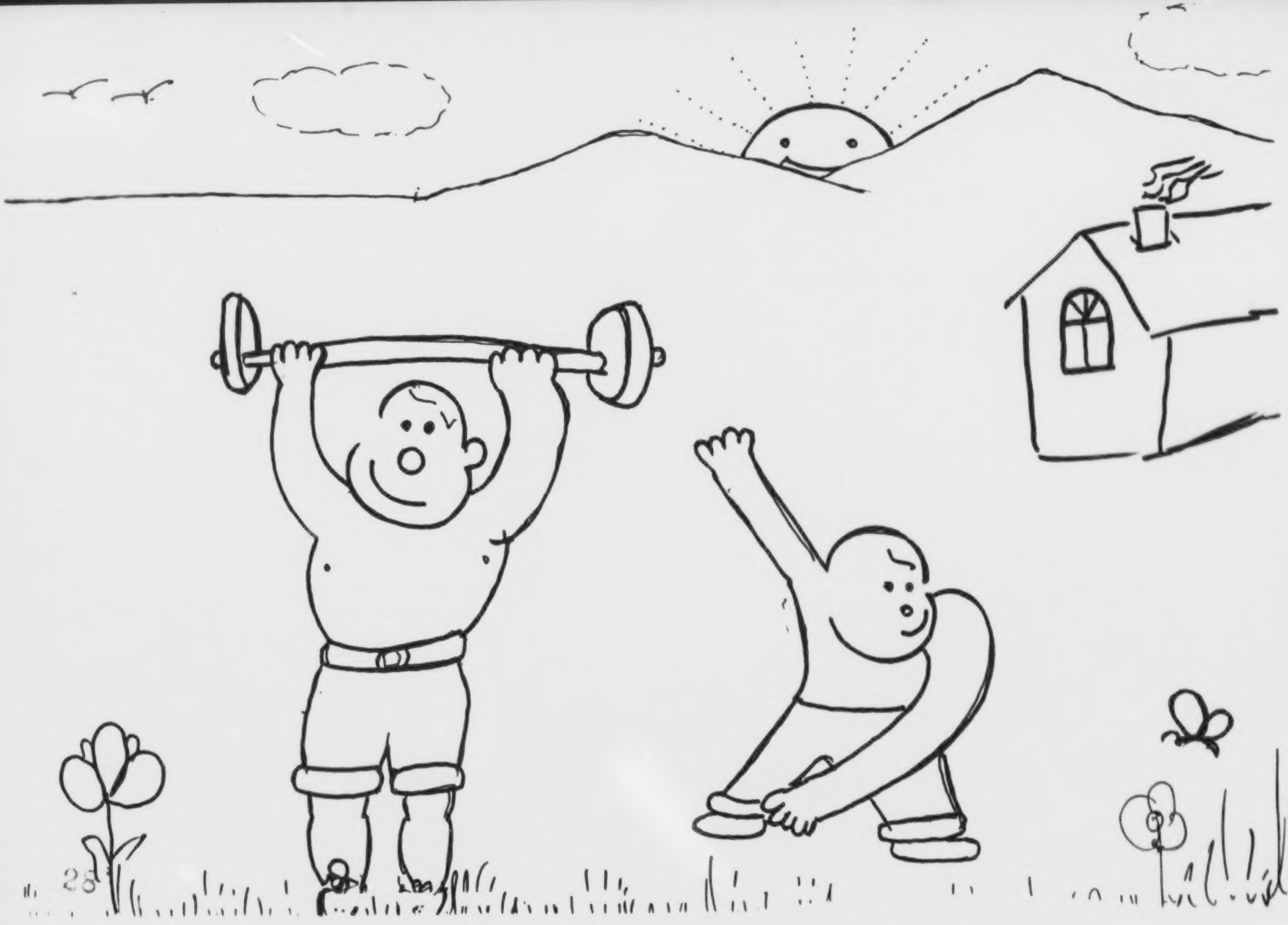
1. Get the students to practice the dialogue freely.

5. Assessment (Task):

1. Get the students to find out other forms of greetings as above.

6. Contingency Plan:

7. Comments/Self Evaluation: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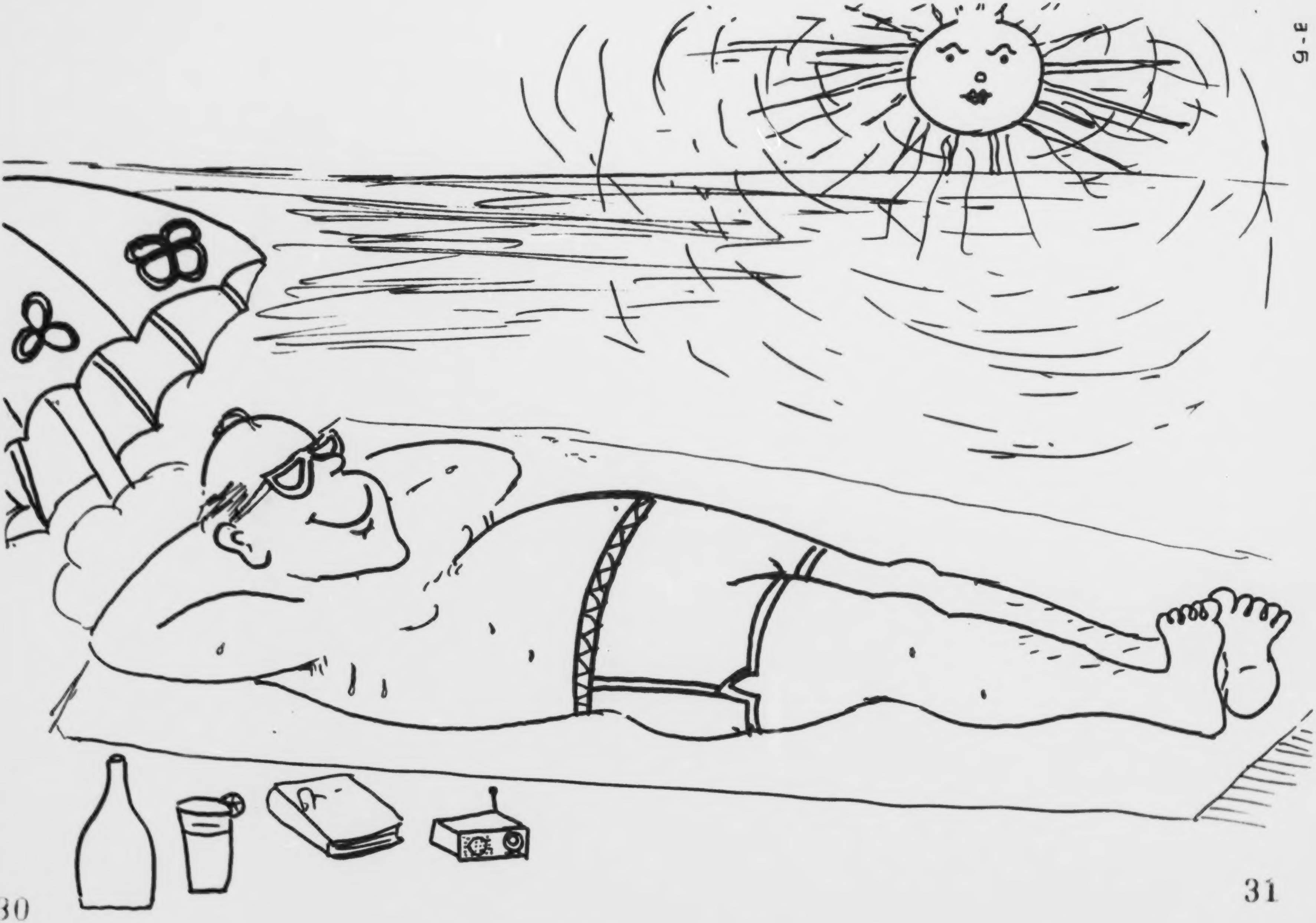
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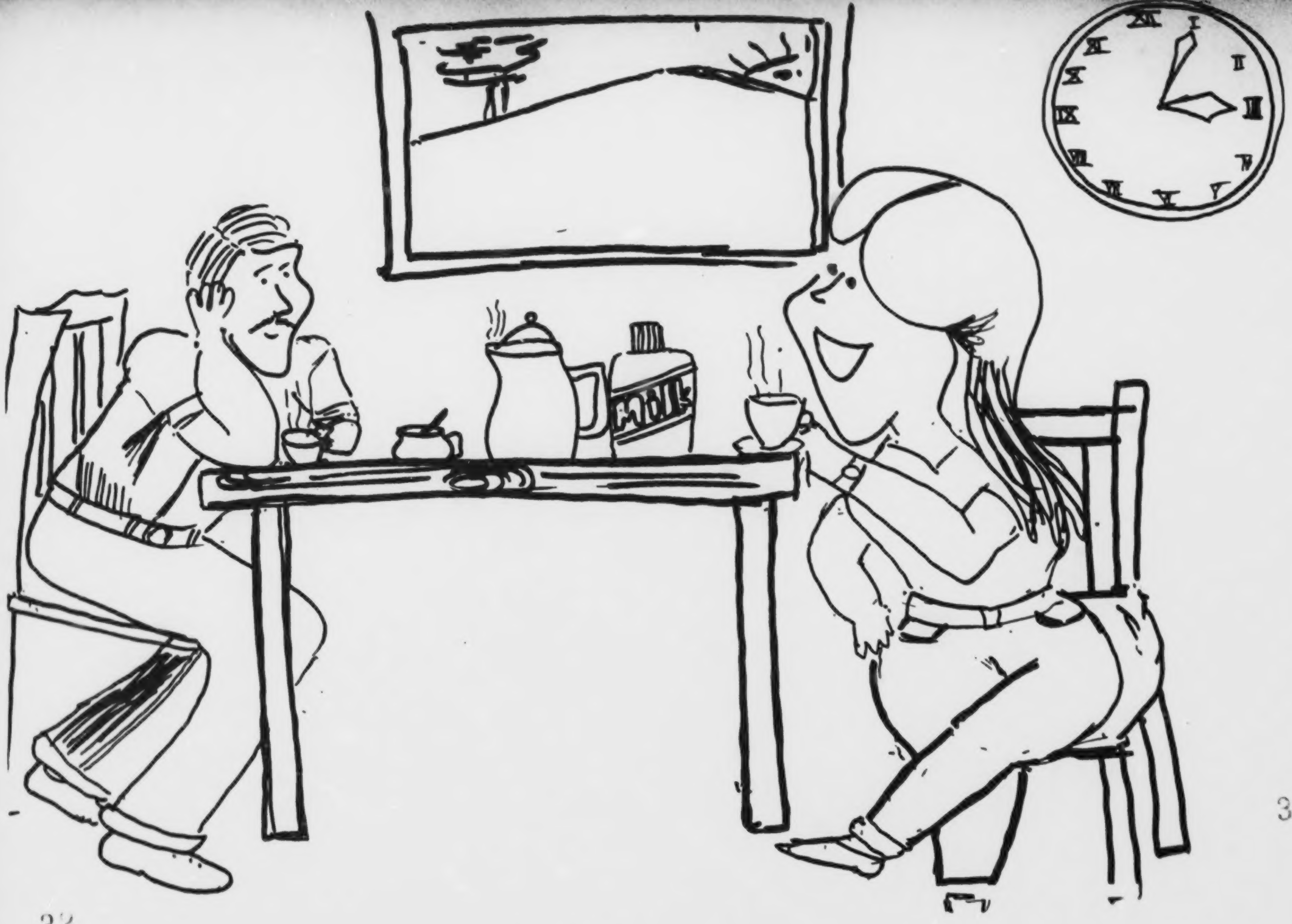
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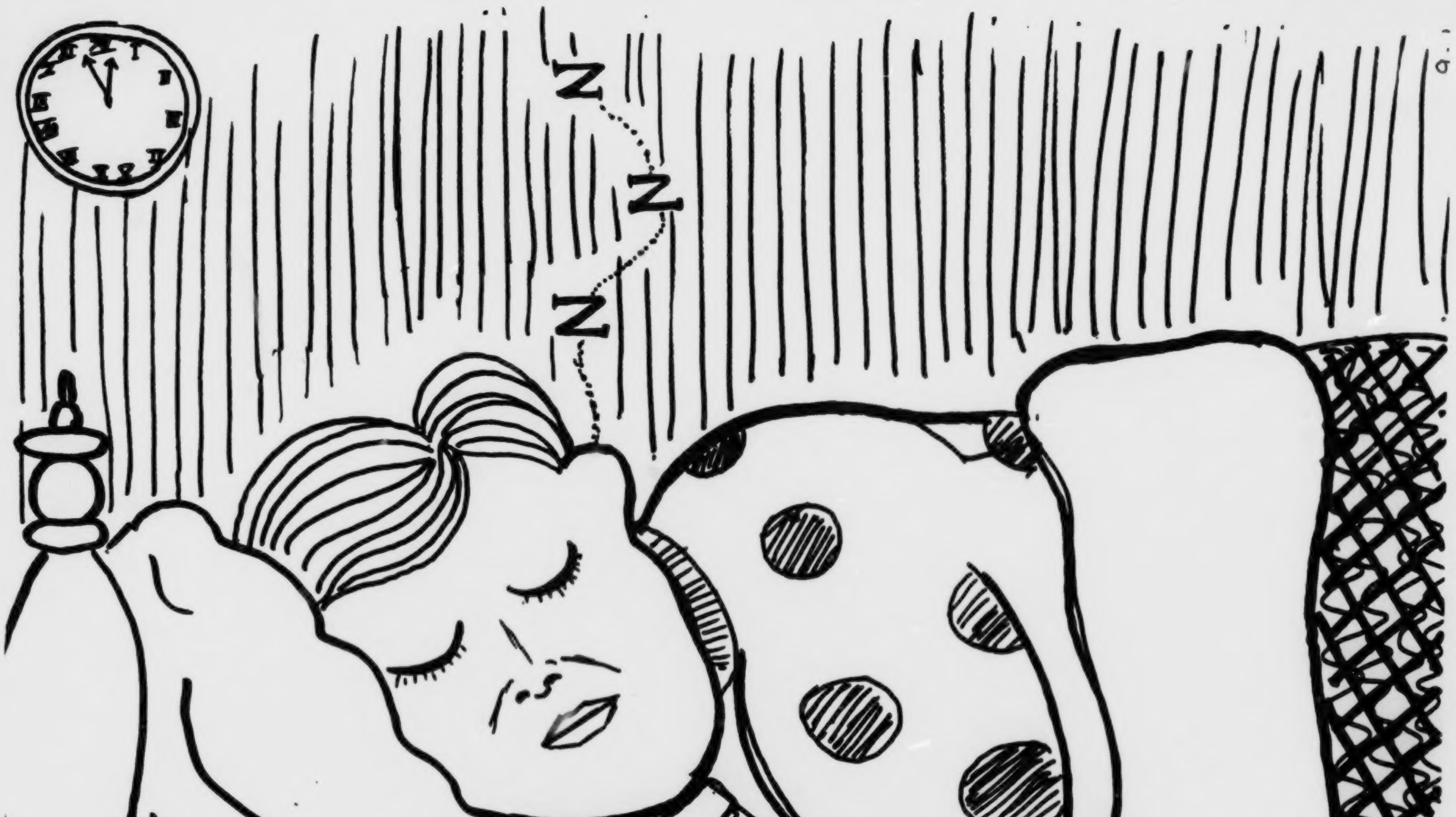
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Personal Identification

Competency : **To greet and say good-bye**

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
ටම	මං ගිහිං එන්නං. (See you later)	- taking leave
සුනිල්	හොඳයි. ගිහිං එන්න. (o.k. see you)	- say goodbye
ටම	සුබ රාත්‍රියක්! (Good Night!)	- greet
සුනිල්	සුබ රාත්‍රියක්! (Good Night!)	- be greeted

Vocabulary

මං ඔයා එයා මෙයා අපි එයාලා

Grammar

Verb infinitive එන්න යන්න කන්න බොන්න ගන්න දෙන්න

S(1st person) + Verb(infinitive) + ං

LESSON PLAN I

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the pronouns appropriately
Teaching Point	Vocabulary: මං ඔයා එයා මෙයා අපි එයාලා
Materials needed	Yes/No cards, Labels of jobs

PROCEDURE

1. Warm up/Review: **5 mins**

2. Presentation: **5 mins**

Present the pronouns through a TPR exercise

මං ජේම්ස්	ඔයා මෙලින්ඩා	එයා නිමල්
අපි	එයාලා PC staff	මෙයා සුනිල්

3. Practice:

Listening - **3 mins**

1. Read the sentences and get the students to show ✓ X cards when they hear the correct and incorrect versions

Listening & Speaking - **2 mins**

1. Point to different person/s and get the students to say the correct pronoun.

Speaking - **5 mins**

Prepare some labels of jobs and ask the students to stick them on their shirts. Then get the students to describe each other using the pronoun.

මං Teacher ඔයා carpenter etc.

4. Application (use): **5 mins**

1. Get the students to describe their family photographs using the pronouns.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson, the students will be able to use the verbs to give instructions
Teaching Point	Grammar: verb(infinitive) එන්න යන්න ගන්න බොන්න කන්න දෙන්න
Materials needed	A paper puppet, white board

PROCEDURE

1. **Warm up/Review:** **5 mins**

2. **Presentation:** **2 mins**

   Present the command verbs through TPR using a puppet or an outsider.

3. **Practice:**

   Listening - **7 mins**

   1. Read the command verbs and get the students to mime accordingly.
   2. Read a command using the puppet and mime right/wrong actions and get the students to show ✓ X cards

   Listening & Speaking - **4 mins**

   1. Write the verbs on board and get the students to repeat after you.
   2. Mime the action and get the students to say the verb.

   Speaking - **5 mins**

   1. Ask one student to come forward and give commands and get the others to mime the action.
   2. Divide them into pairs and get them to command and mime alternatively.

4. Application (use): **7 mins**

1. Divide the class into two teams and get them to be in two rows. Then say a command verb. The first one to mime the action gets 10 points. Continue the activity until every body gets a chance to mime.

5. Assessment (Task): **10 mins**

1. Ask each student to invite somebody to the classroom, offer him/her something to eat and drink, get something from him/her, offer him/her a gift, finally request him/her to leave.

6. Contingency Plan:

Ask students to match the following:

එන්න	money
ගන්න	ticket
කන්න	home
බොන්න	pizza
යන්න	coca cola
දෙන්න	classroom

7. Comments/Self Evaluation:

GRAMMAR NOTE

Verb infinitive:

The infinitive form of the verb consists of the verb stem + න්න :

එන්න	come
ගන්න	buy, take
බලන්න	look

Uses of the infinitive : One of its several uses is as an imperative to give orders and to make requests.

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the verb form appropriately
Teaching Point	Grammar: S(1st person) + Verb(infinitive) + •
Materials needed	Picture dialogue, newsprint

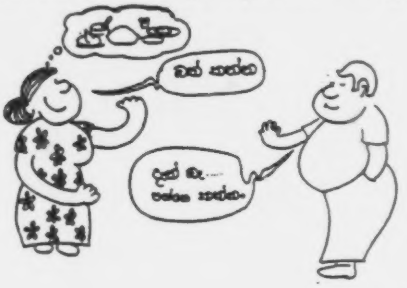
PROCEDURE

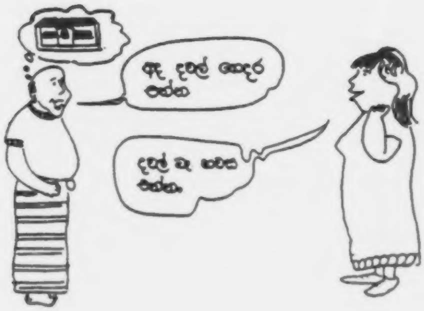
1. **Warm up/Review:** **5 mins**

   Review the command form

2. **Presentation:** **5 mins**

   Present the concept through a picture dialogue





3. **Practice:**

Listening: **9 mins**

1. Associate the verb forms with nouns and say it. Get the students to say right or wrong as they hear.
   Tr: **පොත් කන්නං** Ss: **වැරදියි**

2. Associate the verb forms with the pronouns and say it. Get the students to say right or wrong as they hear.

   Tr: **එයා කන්නං** Ss: **වැරදියි**
   Tr: **මං කන්නං** Ss: **හරි**

Listening & Speaking - **4 mins**

1. Give a series of commands and ask the students to say the promise form using **පස්සෙ**

   Tr: **කන්න** Ss: **පස්සෙ කන්නං**

Speaking - **7 mins**

1. Get the students to do the above L & S activity #1.

2. Divide the students into pairs and get one to say the command form and the other the promise form

4. **Application (use):** **10 mins**

Role Play - Roles: PCV - Sri Lankan neighbour
Situation - PCV's home

Purpose - A Sri Lankan comes to your home, greet, invite and offer something to eat and drink. Sri Lankan politely refuse saying he will eat and drink later.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation:**

GRAMMAR NOTE

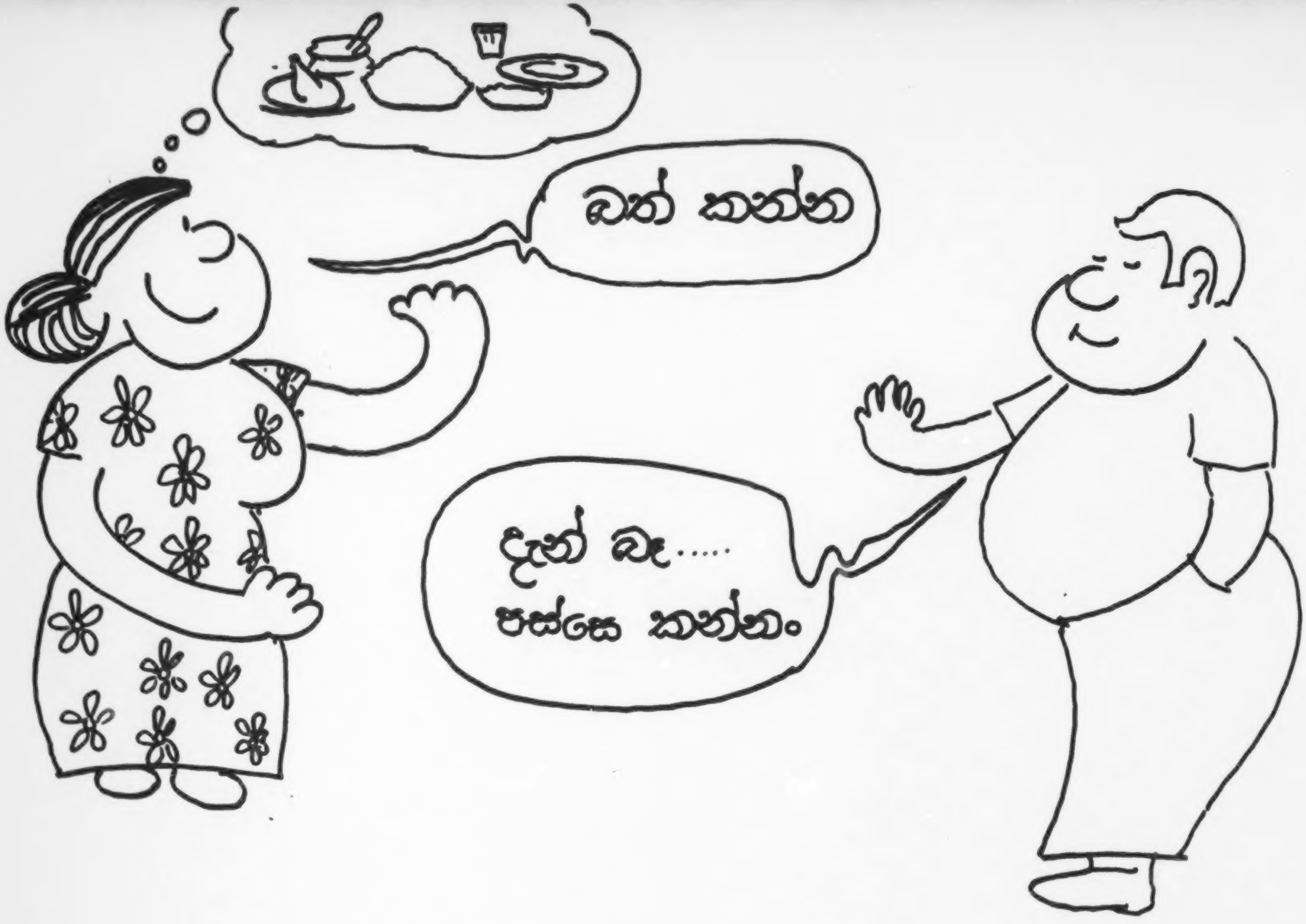
The Verb stem + න්නං

This form is formed thus:

V(stem) + න්නං

යන්නං	I'll/We'll go
එන්නං	I'll/We'll come
ගන්නං	I'll/We'll buy, take
බලන්නං	I'll/We'll see, look

This form is used only with 1st person subjects, and indicates future time. It is used when promising.


බත් කන්න
දැන් බෑ.....
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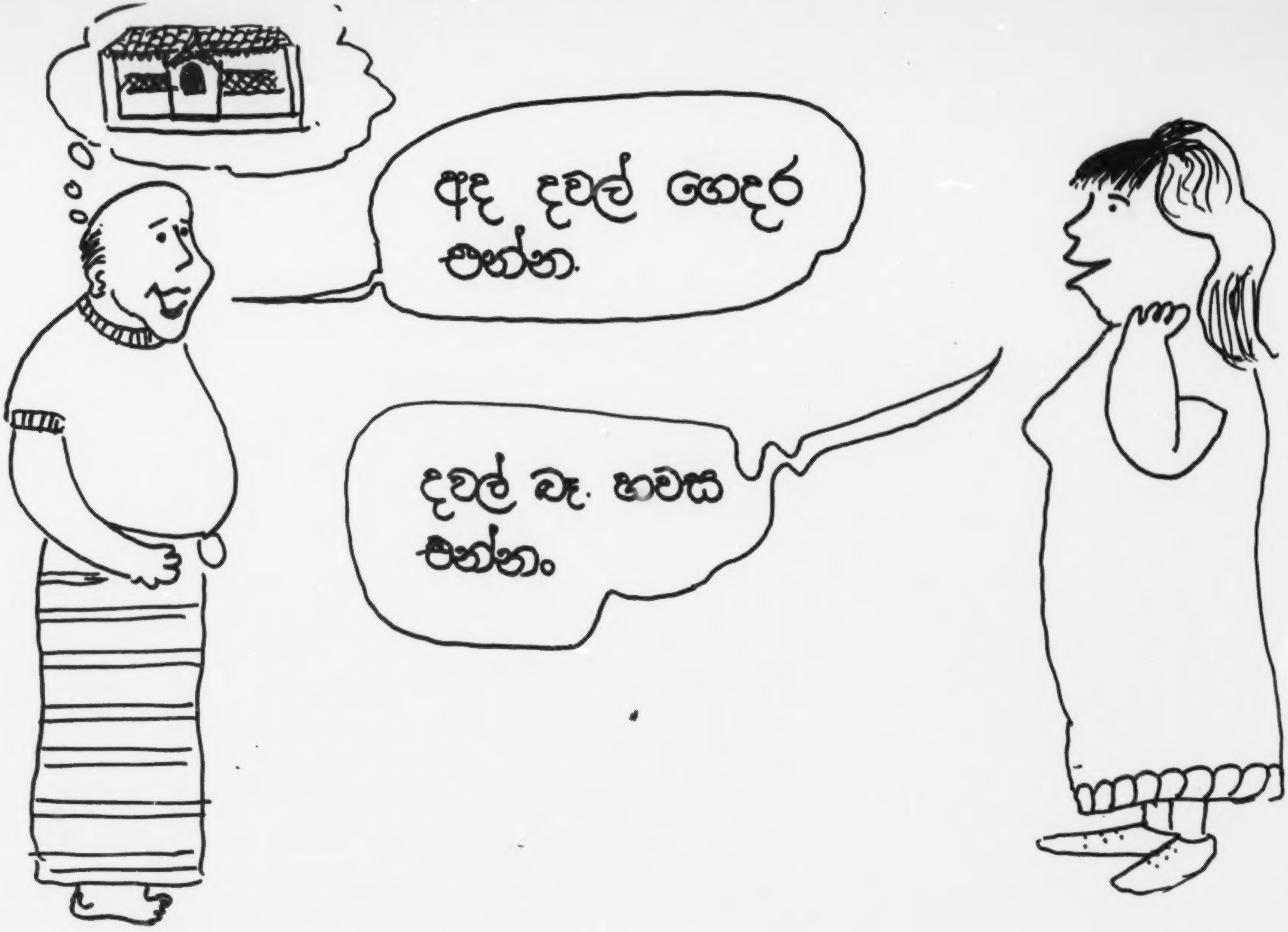
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LESSON PLAN IV

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	Dialogue
Materials needed	Picture dialogue newsprint

PROCEDURE

1. **Warm up/Review:** 1 min

2. **Presentation:** 2 mins

Present the dialogue through a picture dialogue and read it several times

3. **Practice:**

Listening - 2 mins

1. Give the following form and ask the students the fill it when you read the dialogue

A: __________ __________ __________
B: __________ __________ __________

Listening & Speaking - 2 mins

1. Get the students to perform dialogue with you taking turns.

Speaking - 3 mins

1. Get the students to perform the dialogue in pairs.

4. Application (use): **5 mins**

1. Role Play: Get the students to do a role play according to the following guidelines.

   Roles: PCV/Sri Lankan

   - to greet and be greeted
   - to introduce oneself
   - to say good bye

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:

Personal Identification

Competency : **To greet and say good-bye**

Situation : **With host country nationals**

Dialogue II

Roles: PCT/Sri Lankan		Functions
සුනිල්	ආ.. කොහොමද? කොහෙද යන්නේ? (Hello! How are you? Where are you going?)	- socializing
ටිම්	ලඟට යනවා. ගිහිං එන්නං. (I am going overthere. See you)	- socializing & taking leave
සුනිල්	හොඳයි. හොඳයි. (o.k.)	- socializing

Grammar

verb present tense	එනවා	යනවා	කනවා
	බොනවා	ගන්නවා	දෙනවා
verb present tense negative	එන්නේ නෑ	යන්නේ නෑ	කන්නේ නෑ
	බොන්නේ නෑ	ගන්නේ නෑ	දෙන්නේ නෑ

Phrases

ලඟට යනවා
කඩේට යනවා
ගෙදර යනවා

සිංහල ඉගෙනගන්න යනවා
නාන්න යනවා

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to use the verb forms to fill out a questionnaire
Teaching Point	**Grammar: verb present tense එනවා යනවා කනවා බොනවා ගන්නවා දෙනවා**
Materials needed	Verb cards,, Newsprint, Picture story sheets

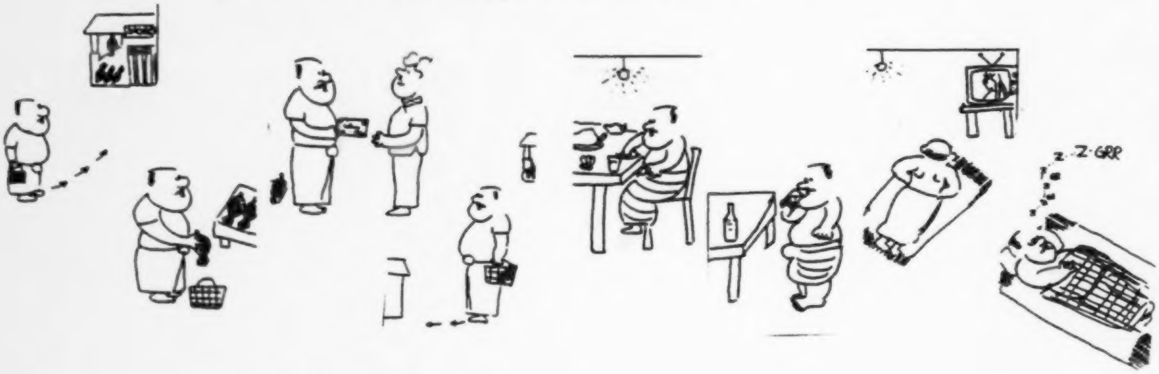
PROCEDURE

1. Warm up/Review: **2 mins**

Review the infinitive verbs.

2. Presentation: **8 mins**

Present the verb forms through action cards.



Present the form from the infinitive form of the verb or elicit the form from the students.

- * Make sure to present the meaning of the present tense form: Habitual, Continuous & Simple Future.

සුසිල් දැන් තේ බොනවා **සුසිල් හෙට තේ බොනවා** **සුසිල් හැමදාම තේ බොනවා**

3. Practice:

Listening - **5 mins**

1. Show the action card and say right/wrong verbs and get the students to say Yes/No.
2. Distribute the cards to the students and ask them to show you the right card when you say it.

Listening & Speaking - **15 mins**

1. Ask the students to repeat after you.
2. Show the card and say an incomplete sentence and get the students to put the right verb and complete the sentence.

Tr: සුනිල් දැන් තේ ______. Ss: බොනවා

Tr: එයා බත් ______. Ss: කනවා

3. Relate a simple story and get the students to put the action cards in order.

Speaking - **15 mins**

1. Place the cards backwards on a table and pick a card and ask the students to guess it.
2. Show the action cards and get the students to say the verbs.
3. Get the students to do the above activity in pairs.
4. Get them to say complete sentences.

4. Application (use): 10 mins

1. Ask the students to do the above story activity in pairs or in two groups.

5. Assessment (Task): 10 mins

Give the students the following questions and ask them to work in pairs.

1. **ඔයා හැමදම ටවුමට යනවද?**
2. **ඔයා හැමදම බියර් බොනවද?**
3. **ඔයා හැමදම නානවද?**
4. **ඔයා හැමදම ටී.වී. බලනවද?**
5. **ඔයා හැමදම පත්තරේ ගන්නවද?**

6. Contingency Plan:

1. Do a Concentration Game

7. Comments/Self Evaluation:

GRAMMAR NOTE

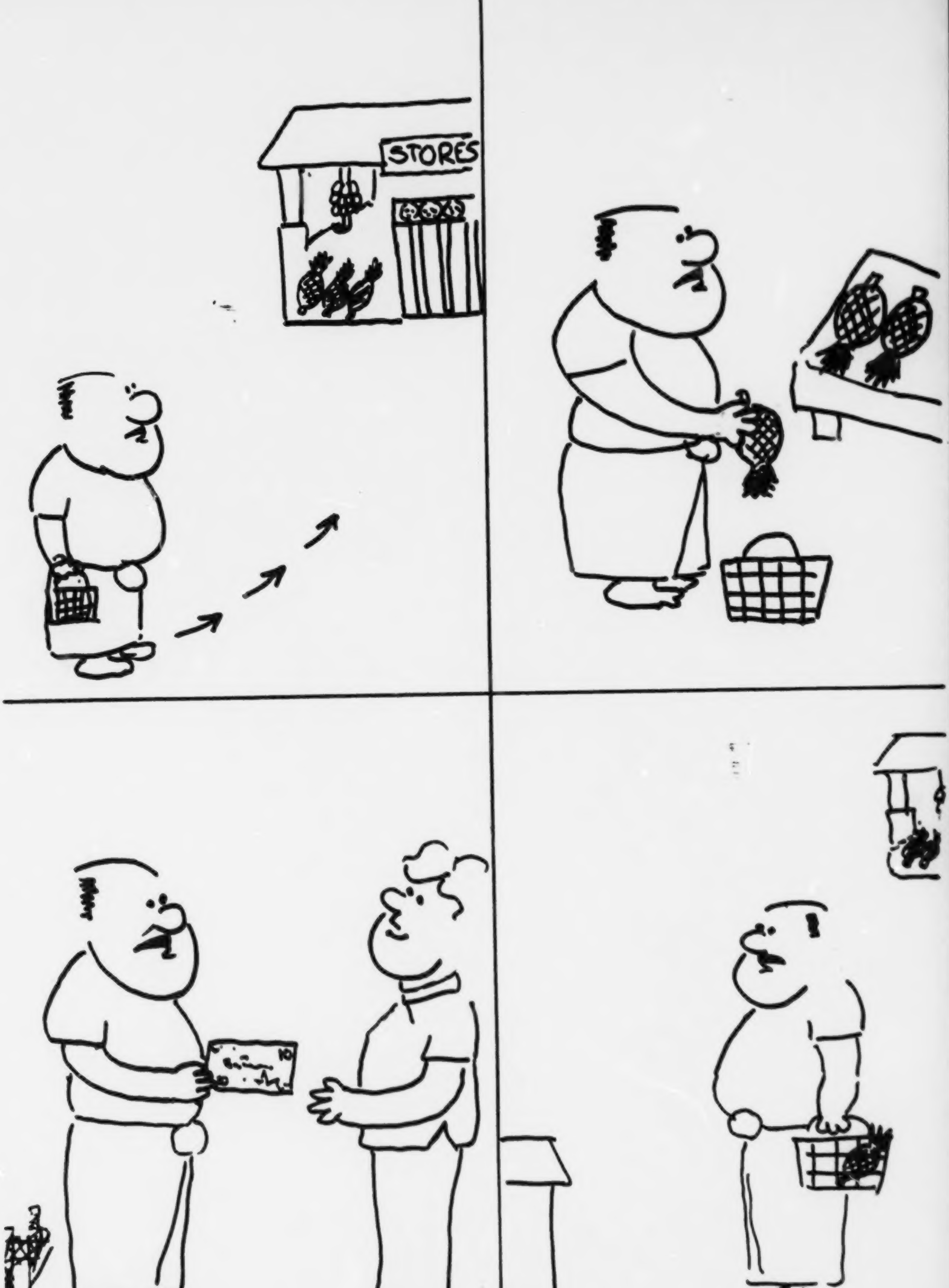
The Present tense form:

This is formed thus:

Verb stem + නවා

යනවා	go/es,	is/are/am going
එනවා	come/s,	is/are/am coming
බලනවා	look/s,	is/are/am looking
කනවා	eat/s,	is/are/am eating

This verb form denotes simple or continuous actions in the present tense.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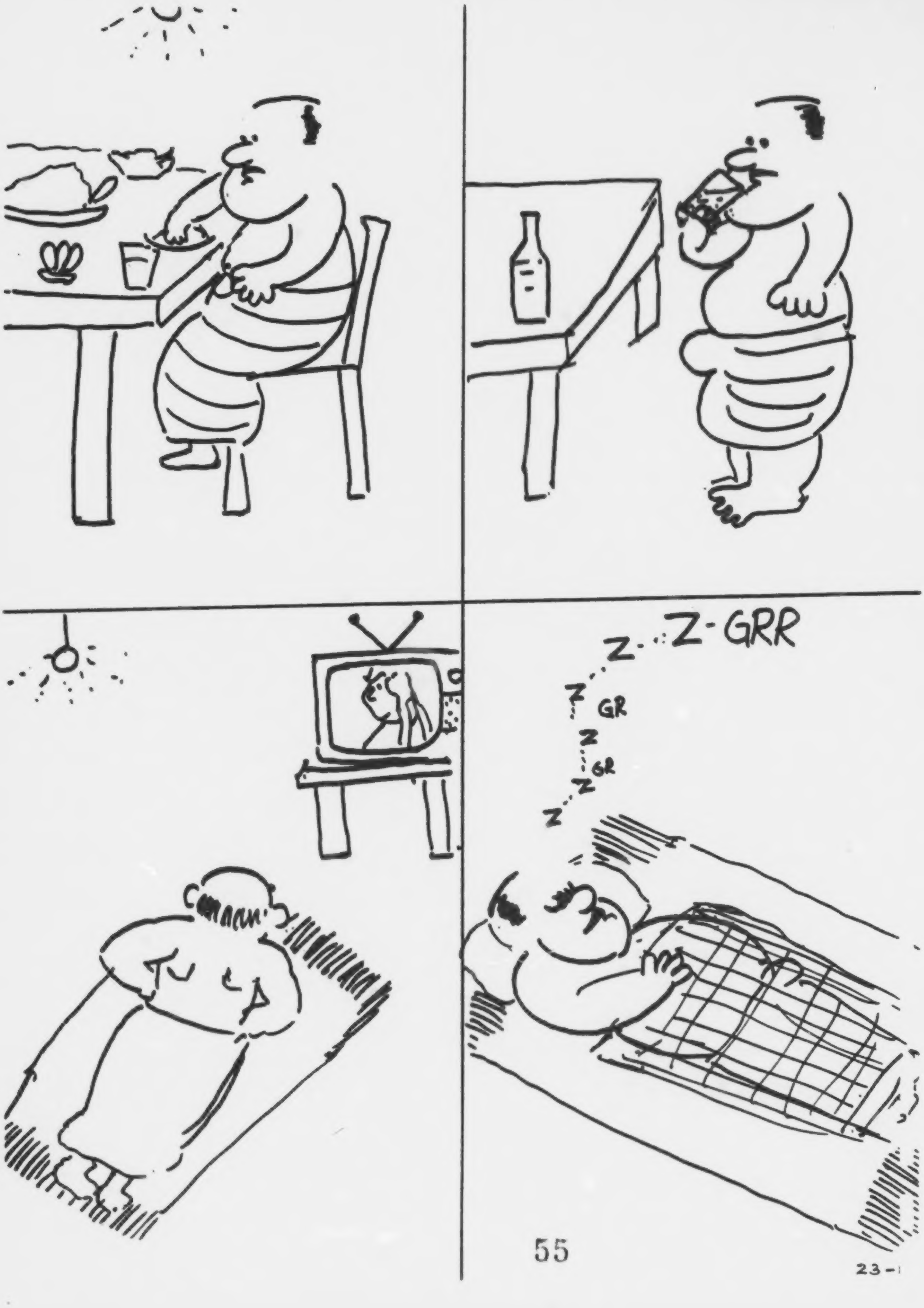
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LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the negative form
Teaching Point	Grammar: verb present tense negative එන්නේ නෑ යන්නේ නෑ කන්නේ නෑ බොන්නේ නෑ ගන්නේ නෑ දෙන්නේ නෑ
Materials needed	Picture dialogue, verb cards, information gap sheets

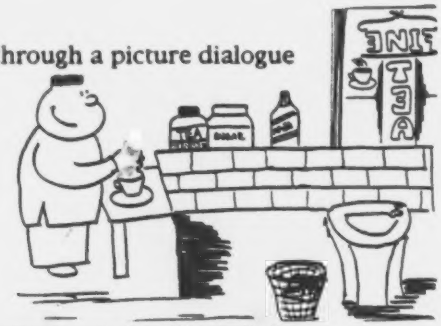
PROCEDURE

1. **Warm up/Review:** **2 mins**

Review the present tense verbs

2. **Presentation:** **8 mins**

Present the concept through a picture dialogue



එයා තේ බොනවා නමුත් කෝපි බොන්නේ නෑ

Present more examples for continous and simple future meanings

3. **Practice:**

Listening - **15 mins**

Describe four activities of a person (positive and negative) as shown below. Ask the students to say the wrong activity

Teacher's Chart	Students Chart
a) Tim drinks tea	a) Tim drinks tea
b) He doesn't smoke	b) He smokes
c) He doesn't go to town	c) He doesn't go to town
d) He sleeps at 10 p.m.	d) He sleeps at 10 p.m.

Give more examples as above

Listening & Speaking - **10 mins**

1. Say the affirmative and ask the students say the negative (group & individual)

2. Ask the students to complete sentences using verbs when you read them on a chart.

Tim tea / coffee X to town / movies X

Tr: Tim තේ ________. එයා කෝපි________ __ etc.

Give more examples as above

Speaking - **5 mins**

1. Information Gap exercise

	Tim	Julie
Malaria pills	?	✓
Coke	x	?
Pizza	✓	?
10 p.m.	?	x
Market	✓	?

	Tim	Julie
Malaria pills	x	?
Coke	?	✓
Pizza	?	✓
10 p.m.	✓	?
Market	?	x

4. Application (use): **15 mins**

Read the following passage and ask the students to mark a 'x' in the chart every time they hear the present emphatic form

කපිල තේ බොනවා නමුත් කෝපි බොන්නේ නෑ. එයා අන්නාසි කනවා. සුවිල්ස් කන්නේ නෑ සුසිලා තේ බොනවා. කෝපි බොන්නේ නෑ. නමුත් අන්නාසි . සුවිල්ස් කනවා. තිලන්ති තේ බොන්නේ නෑ. කෝපි බොන්නේ නෑ එයා අන්නාසි කන්නේ නෑ. සුවිල්ස් කනවා. සුනෙත් තේ බොනවා. කෝපි බොන්නේ නෑ. එයා අන්නාසි කන්නේ නෑ. සුවිල්ස් කන්නේ නෑ.

නම	තේ	කෝපි	අන්නාසි	සුවිල්ස්
කපිල				
සුසිලා				
තිලන්ති				
සුනෙත්				

5. Assessment (Task): **10 mins**

1. Ask the students to do a survey to find out the following information from their peers and other Sri Lankans

If they eat rice for breakfast
If they drink beer everyday
If they watch TV news every night
If they go to the town tomorrow
If they are reading a book now
If they sleep at 9 p.m. every night

* You could do this activity for homework as well

6. **Contingency Plan:**

7. **Comments/Self Evaluation:**

GRAMMAR NOTE

The Emphatic present verb:

This is formed thus:

Verb stem + න්නේ

එන්නේ ගන්නේ බොන්නේ කන්නේ

When used with නෑ , it negates a present tense action.

එන්නේ නෑ	do/es not come,	is/are/am not coming
කන්නේ නෑ	do/es not eat,	is/are/am not eating
බොන්නේ නෑ	do/es not drink,	is/are/am not drinking

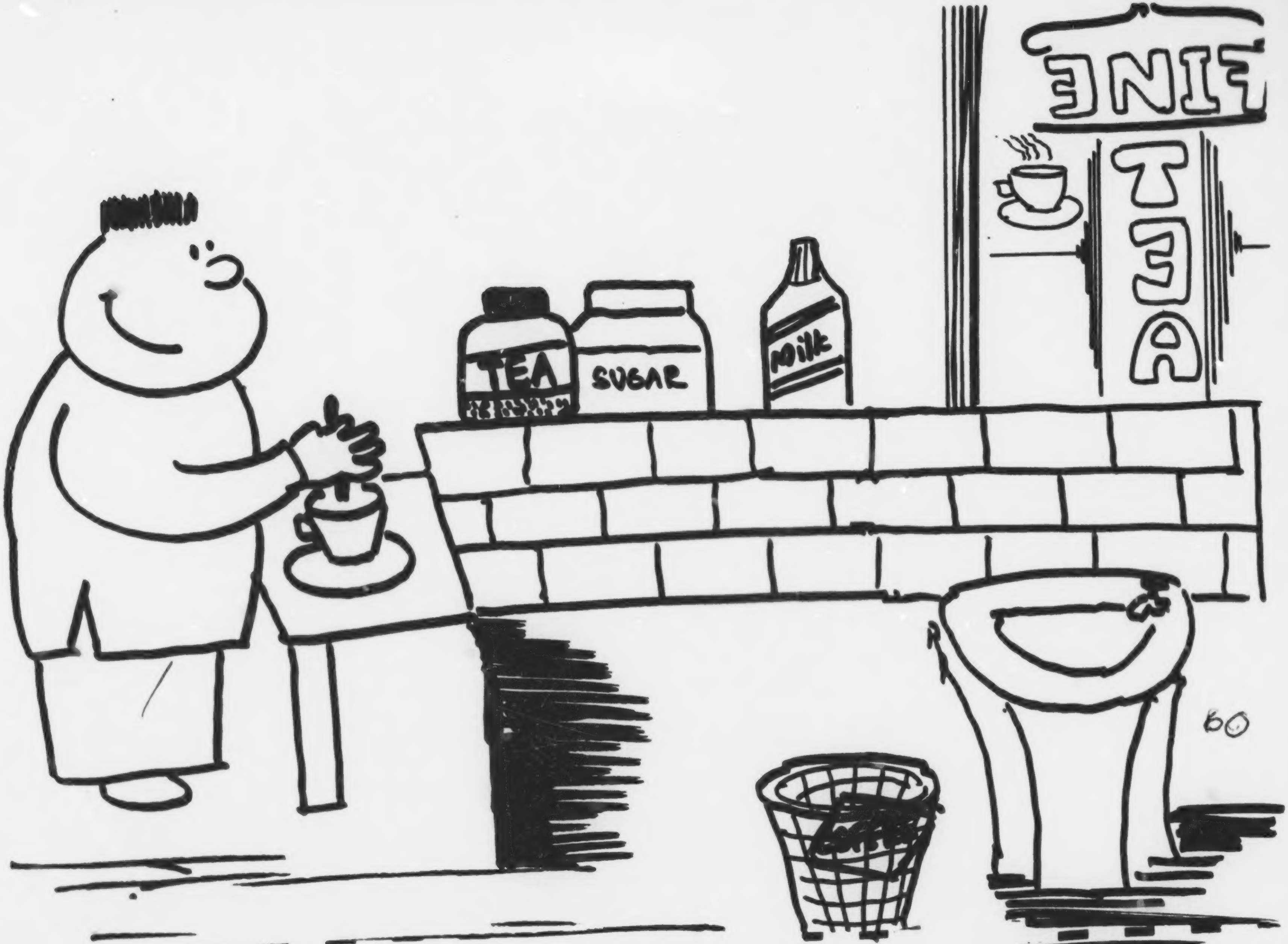
When used with a question word, it makes a question word question.

එන්නේ කවුද?	who come/s?,	who is/are/am coming?
එන්නේ කවදද?	when do/es — come?,	when is/are/am coming?

* * *

Estimated Time	15 minutes
Objective	At the end of the lesson the students will be able to use the dialogue form in a Role Play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue newsprint

* Use the lesson plan in page 18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Personal Identification

Competency : **To introduce self**
Situation : **With host country nationals**

Dialogue

Roles: PCT/Sri Lankan		Functions
ජෙනී	: මගෙ නම ජෙනී. (My name is Jenny) ඔයාගෙ නම මොකද්ද? (What is your name?)	- introducing & asking for information
කමල්	: මං කමල්. (I am Kamal)	- identifying

Grammar

S (Genetive) case මගෙ ඔයාගෙ එයාගෙ මෙයාගෙ අපේ එයාලගෙ

LESSON PLAN I

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to describe the owners of articles collected from the class.
Teaching Point	**Grammar: S (Genetive) case මගෙ ඔයාගෙ එයාගෙ මෙයාගෙ අපේ එයාලගෙ**
Materials needed	Realia

PROCEDURE

1. **Warm up/Review:**

2. **Presentation:** **5 mins**

Present the form using examples

මගෙ නම සම්පත්.
මේක මගෙ පෑන. මේක මගෙ පොත.

මෙයාගෙ නම ජෝර්.
මේක ජෝර්ගෙ බෑග් එක.
මේක එයාගෙ කාර් එක.

Present more examples

3. **Practice:**

Listening - **5 mins**

1. Read out some statements and ask students to say right or wrong

Tr: 'Monalisa' Darwinchiගෙ. හරිද? Ss: හරි

Tr: 'Bad' Michael Jacksonගෙ. හරිද? Ss: හරි

Listening & Speaking - **5 mins**

1. Collect some items from the class and ask for the owner.

Tr: මේක කාගෙද? Ss: මගෙ

Speaking - **5 mins**

1. Collect more items from the classroom and distribute them to the students ask them to say the owner. You can do this by changing the items afterwards.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun (Genitive case) [Animate nouns]

This is formed thus:

Noun/Pronoun (animate) + ගෙ

කමල්ගෙ	Kamal's
එයාගෙ	His/hers
අම්මගෙ	Mother's

This form denotes the possesive form of animate nouns.

කමල්ගෙ පෑන	Kamal's pen
එයාගෙ බල්ලගෙ කෑම	His/her dog's food
අම්මගෙ සාරිය	Mother's saree

LESSON PLAN II

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to correct wrong statements using the new grammar
Teaching Point	**Grammar: N(Genitive) case [Inanimate Nouns]**
Materials needed	A US map, Newsprint with statements

PROCEDURE

1. **Warm up/Review:**

2. **Presentation:** **10 mins**

Present the concept through examples

Show a map of the US and say — මේ ඇමරිකාව. ඇමරිකාවේ ජනපද 50 ක් තියෙනවා.

ටෙක්සාස් ජනපදයේ capitol එක Austin.

Show a flower and say — මේ මල හරි ලස්සනයි. මේ මලේ colors ගොඩක් තියෙනවා.

මගෙ ටවුම මාතර. මගෙ ගමේ නම අකුරැස්ස.

3. **Practice:**

Listening - **5 mins**

1. Read right/wrong statements using the form and get the students to say right/wrong.

Tr: මේ පොතේ නම Jurassic Park — Ss: වැරදියි.
Tr: Watch එකේ වෙලාව වැරදියි — Ss: හරි

Listening & Speaking - **5 mins**

1. Get the students to answer questions such as..

1. ඔයාගේ සල්ලි තියෙන්නේ කොහෙද?
2. කැමරා එක තියෙන්නේ කොහෙද?
3. ඔයා නැවතිලා ඉන්නෙ කොහෙද?

Speaking - **10 mins**

1. Get the students to correct sentences like...

    1. පන්තියගේ ලමයි ඉගෙනගන්නවා
    2. මගේ ගමගේ නම ගුරුදෙණිය.
    3. මේ පොත්ගේ කවරේ ලස්සනයි.

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun(Genitive case) [Inanimate nouns]

For class 1 nouns:

Genitive ending of class 1 noun are formed thus

Direct case	Genitive case
බස් එක	බස් එකේ
බෝඩ් එක	බෝඩ් එකේ

For class 2 nouns

Direct case	Genitive case
පොත	පොතේ
පුටුව	පුටුවේ

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For class 3 nouns (Some names of places in Sri Lanka)

Direct case	Genitive case
කොළඹ	කොළඹ
මාතර	මාතර
වැලිමඩ	වැලිමඩ

For class 4 nouns

Direct case	Genitive case
කෝට්ටේ	කෝට්ටේ
ජෙත්ලේ	ජෙත්ලේ
මාතලේ	මාතලේ
රත්නපුරේ	රත්නපුරේ

For class 5 nouns (names of foriegn places/countries)

Direct case	Genitive case
New York	New York වල
Japan	Japan වල
California	California වල

Use of Genitive:

This case may be an equivalent of the English 's construction or "of" construction.

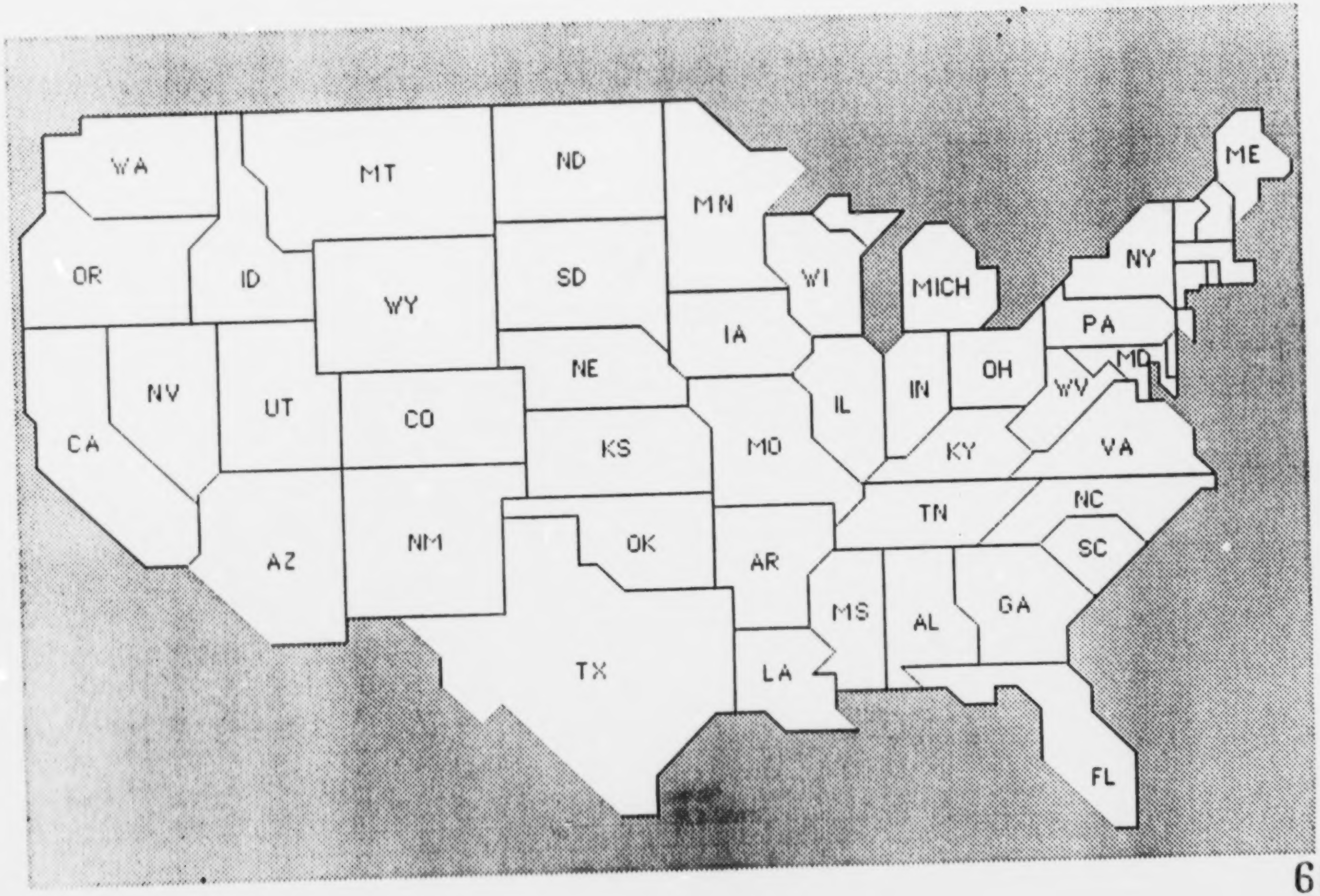
මේ පොතේ නම......	The name of this book is ....

This case may also be an equivalent of the English in/on construction.

එයා දැන් නුවර.	He is in Kandy now.

With place names, it may also equate with the English adjectival form of the place name:

ලංකාවේ මිනිස්සු	Sri Lankan people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LESSON PLAN III

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out names of three Sri Lankans using the dialogue
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, paper strips, word strips

PROCEDURE

1. **Warm up/Review:** **5 mins**

   Review necessary vocabulary.

2. **Presentation:** **5 mins**

   Present the dialogue skeleton and elicit the dialogue from the students.

3. **Practice:**

   Listening - **10 mins**

   1. Read it several times taking both roles in the dialogue.
   2. Cut up the dialogue into words and mix them up. Ask the students to put it together when you read.

   Listening & Speaking - **5 mins**

   1. Take one role and practice the dialogue with the students.

   Speaking - **10 mins**

   1. Students practice the dialogue in pairs

4. **Application (use):** **10 mins**

   1. Write names of famous people and make paper strips and put them in the middle. Student pick up and practice in pairs.

5. Assessment (Task): **10 mins**

Send the students to find out names of some Sri Lankans in the training site.

6. Contingency Plan:

7. Comments/Self Evaluation:

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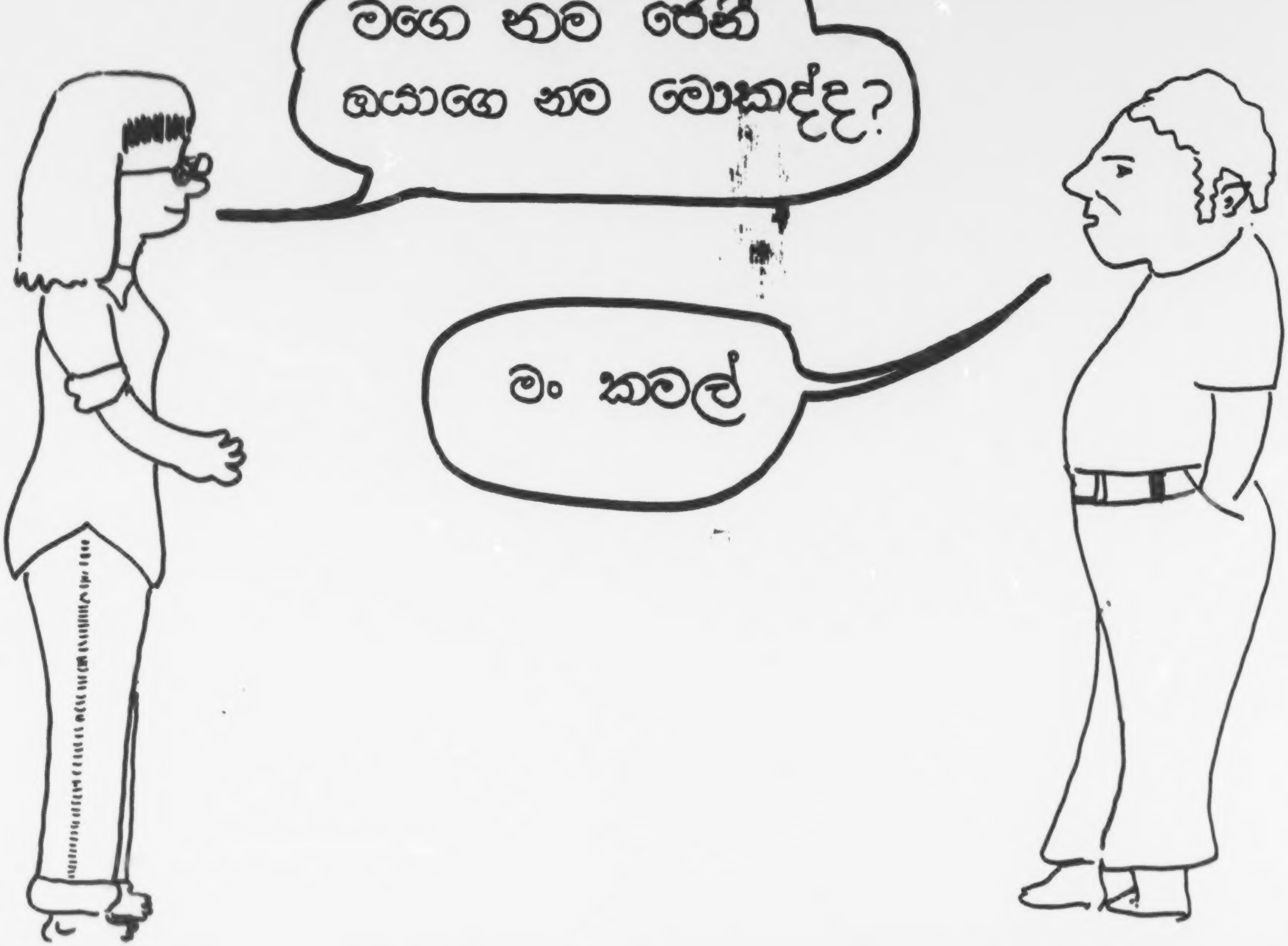

මගෙ නම ජෙනී
ඔයාගෙ නම මොකද්ද?
මං කමල්

Personal Identification

Competency : **To ask and answer questions about one's background**

Situation : With host country nationals

Dialogue I

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා කොහෙන්ද? (Where are you from?)	- asking for information
ජේම්	මං ඇමරිකාවෙන් (I'm from America)	- giving information

Grammar

Question words
කවුද, කවදද, කොහෙද, කොහොමද, කොහෙන්ද, මොකද්ද, මොනවද, ඇයි, කීයද, කීයටද

Instrumental case - inanimate nouns
පෑනෙන් පුටුවෙන් ගමෙන් බස් එකෙන් ලංකාවෙන් ඇමරිකාවෙන්

LESSON PLAN I

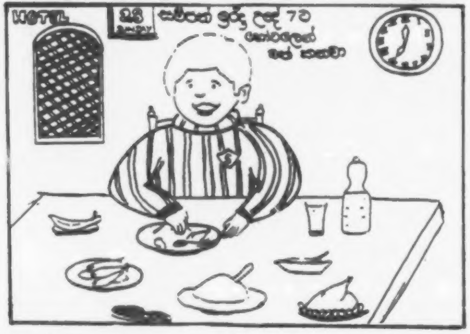
Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to find out personal information from the peers using question words
Teaching Point	Question Words කවුද, කවදද, කොහෙද, කොහොමද, කොහෙන්ද, මොකද්ද, මොනවද, ඇයි, කීයද, කීයටද
Materials needed	Newsprint, picture dialogue, strips, picture cards

PROCEDURE

1. **Warm up/Review:** **3 mins**

2. **Presentation:** **12 mins**

Present the concept through a description dialogue



සම්පත් ඉරිදා උදේ 7 ට හෝටලෙන් බත් කනවා

මෙයා කවුද? - සම්පත්
එයා කරන්නේ මොනවද? - බත් කනවා
එයා කන්නේ මොනවද? - බත්
එයා කන්නේ කොහෙන්ද? - හෝටලෙන්
එයා බත් කන්නේ කීයටද? - උදේ 7ට
එයා බත් කන්නේ කවදද? - ඉරිදා

3. **Practice:**

Listening - **5 mins**

1. Cut up the above answers; make strips and give them to the students. Then ask the students to show you the correct answer when you ask the questions randomly.

Listening & Speaking - **10 mins**

1. Put some sentences on the board. Point to the different words of sentences and ask the students to say the correct question word

   ජිම් හෙට සවස 3 ට ඇමරිකාවට යනවා

   Tr: ජිම් Ss: කවුද?
   Tr: හෙට Ss: කවදද?

2. Give a passage and ask questions from it

Speaking - **10 mins**

1. Divide the classroom into pairs and ask one of them to ask questions from the other looking at the passage on board. [specific words must be underlined in the passage]

4. Application (use): **8 mins**

1. Ask the students to talk to each other and find out information like the following.

   - his/her name
   - place where lives
   - job
   - hobbies

5. Assessment (Task): **5 mins**

Ask the students to report the above acitivity to the class

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

See Emphatic form of noun for clarification on forming of question word questions.

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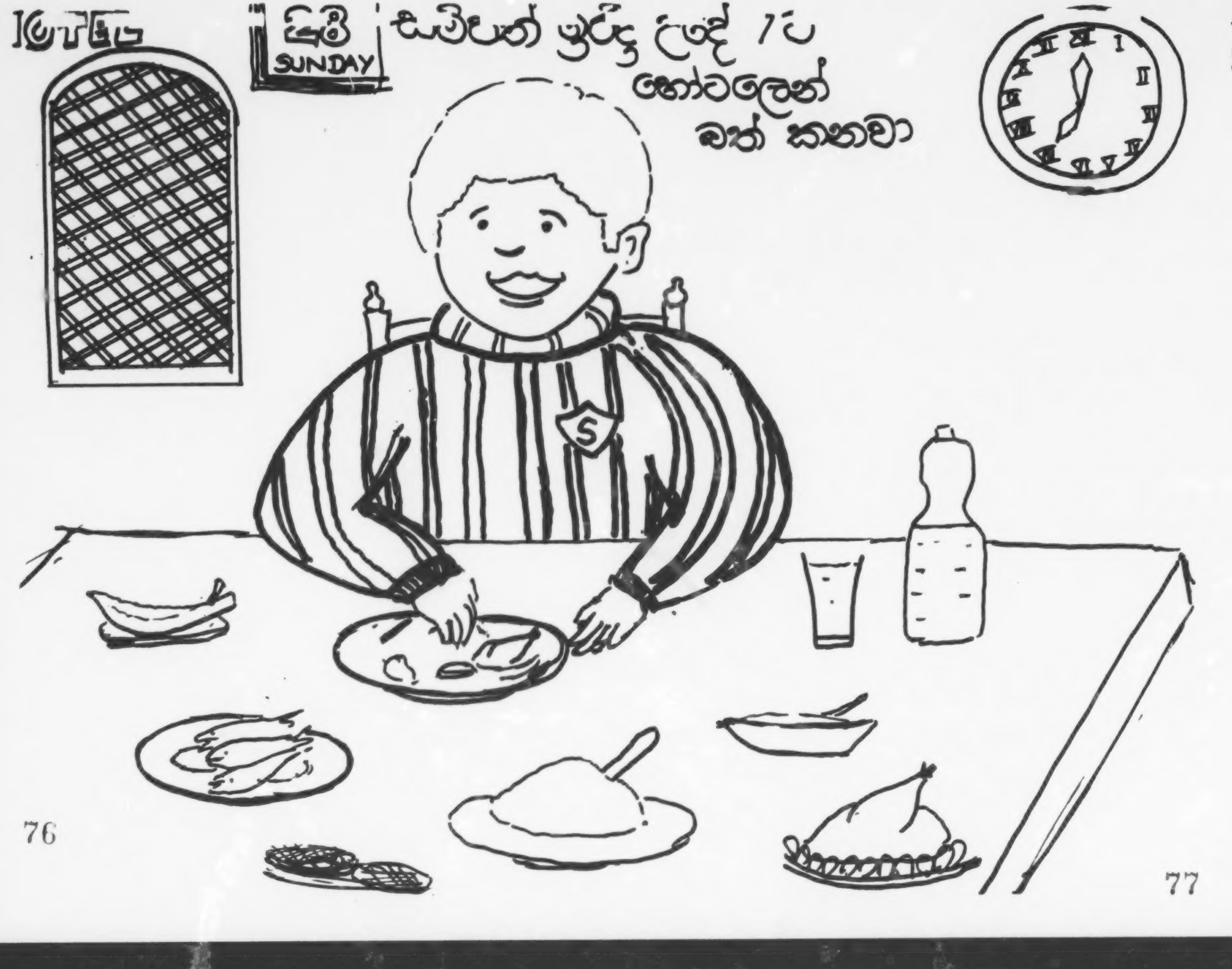
සැම්පත් ඉරිදා දවල් 1ට
හෝටලෙන්
බත් කනවා



LESSON PLAN II

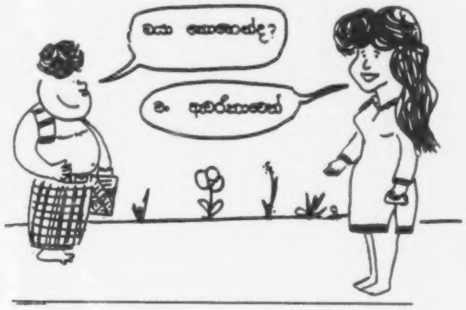
Estimated Time	55 minutes
Objective	At the end of the lesson Ss. will be able to use the grammar structure to find out where people are from.
Teaching Point	Grammar: S(instrumental) case පෑනෙන් පුටුවෙන් කඩෙන් බස් එකෙන් ලංකාවෙන් අමෙරිකාවෙන්
Materials needed	Picture dialogue, Paper strips

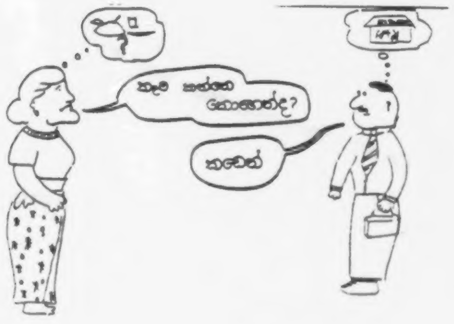
PROCEDURE

1. **Warm up/Review:**

2. **Presentation:** **5 mins**

Present the concept through a picture dialogue





3. Practice:

Listening - **10 mins**

1. Read out some sentences with correct and wrong usage of the instrumental case and ask the students to identify the wrong ones and ask why.

Listening & Speaking - **5 mins**

1. Say the direct form of the noun and ask the students to tell the instrumental form.

Speaking - **10 mins**

1. Divide the students into pairs and give them the following questions to be asked and answered.

    a) Where do you come from?
    b) Where do you eat?
    c) How do you write notes?
    d) When do you go from Sri Lanka?
    e) How do you come to the training site?

4. Application (use):

Write some towns of Sri Lanka on paper strips and distribute them among the students. Students work in pairs and practice the dialogue.

St. A: **ඔයා කොහෙන්ද?** St. B: **මං නුවරඑළියෙන්**

5. Assessment (Task): **10 mins**

Ask the students to speak to some Sri Lankans and find out where they are from.

6. Contingency Plan:

7. Comments/Self Evaluation:

GRAMMAR NOTE

Instrumental case (Inanimate nouns)

This is formed thus:

For class 1 and 4 nouns add - එක to the direct form

බස් එක	බස් එකෙන්
කඩේ	කඩෙන්

For class 3 nouns add -ඉන් to the direct form

ගෙදර	ගෙදරින්
නුවර	නුවරින්

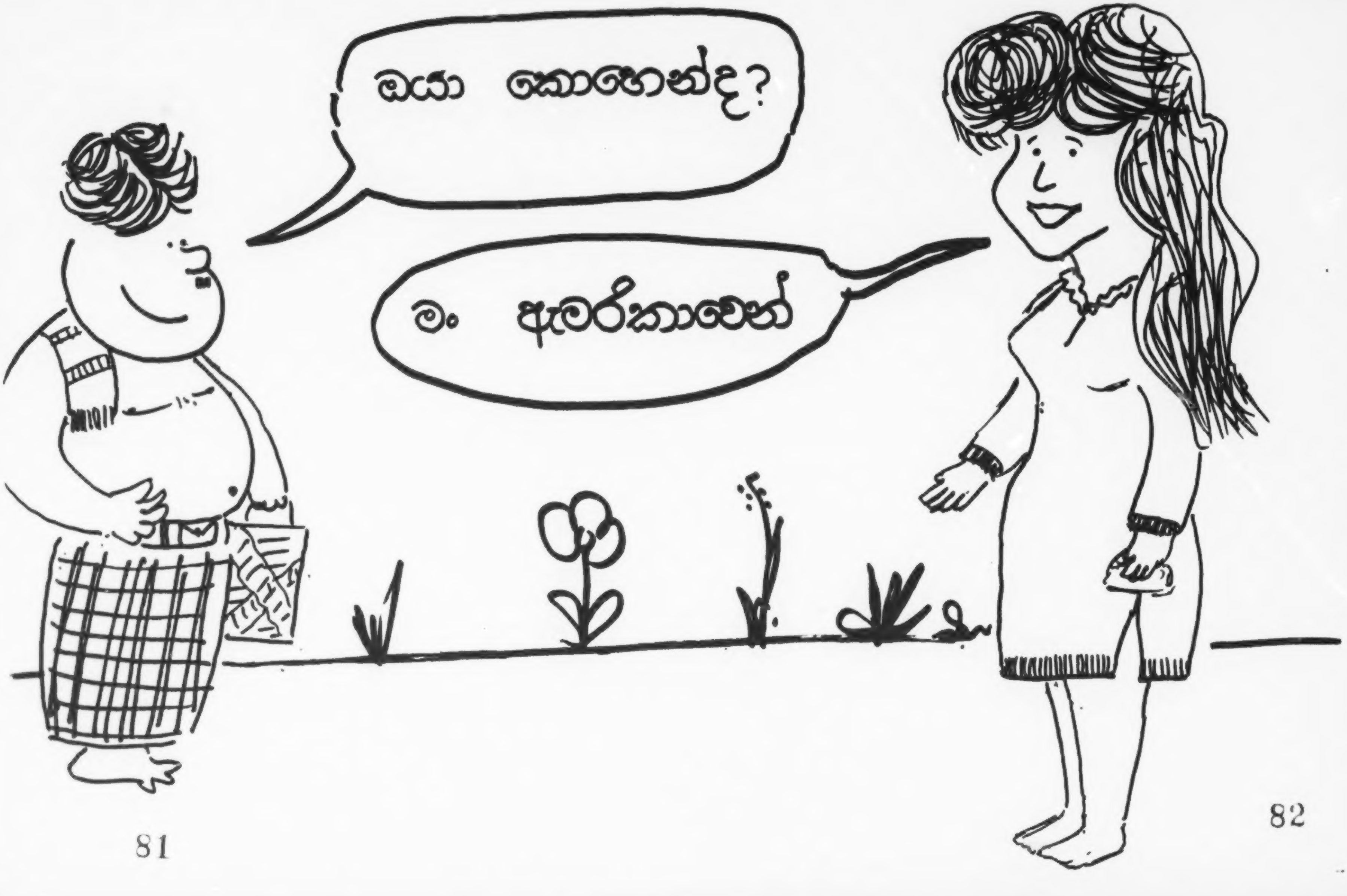
For class 5 nouns add -වලින් to the direct form

New York	New York වලින්
Japan	Japan වලින්

Use of Instrumental Case:

This is an equivalent to the prepositional construction of 'from' or 'by' of English.

බස් එකෙන් ආවා	came by bus.
එයා ඇමෙරිකාවෙන්	He is from America.


ඔයා කොහෙන්ද?
මං ඇමරිකාවෙන්
81
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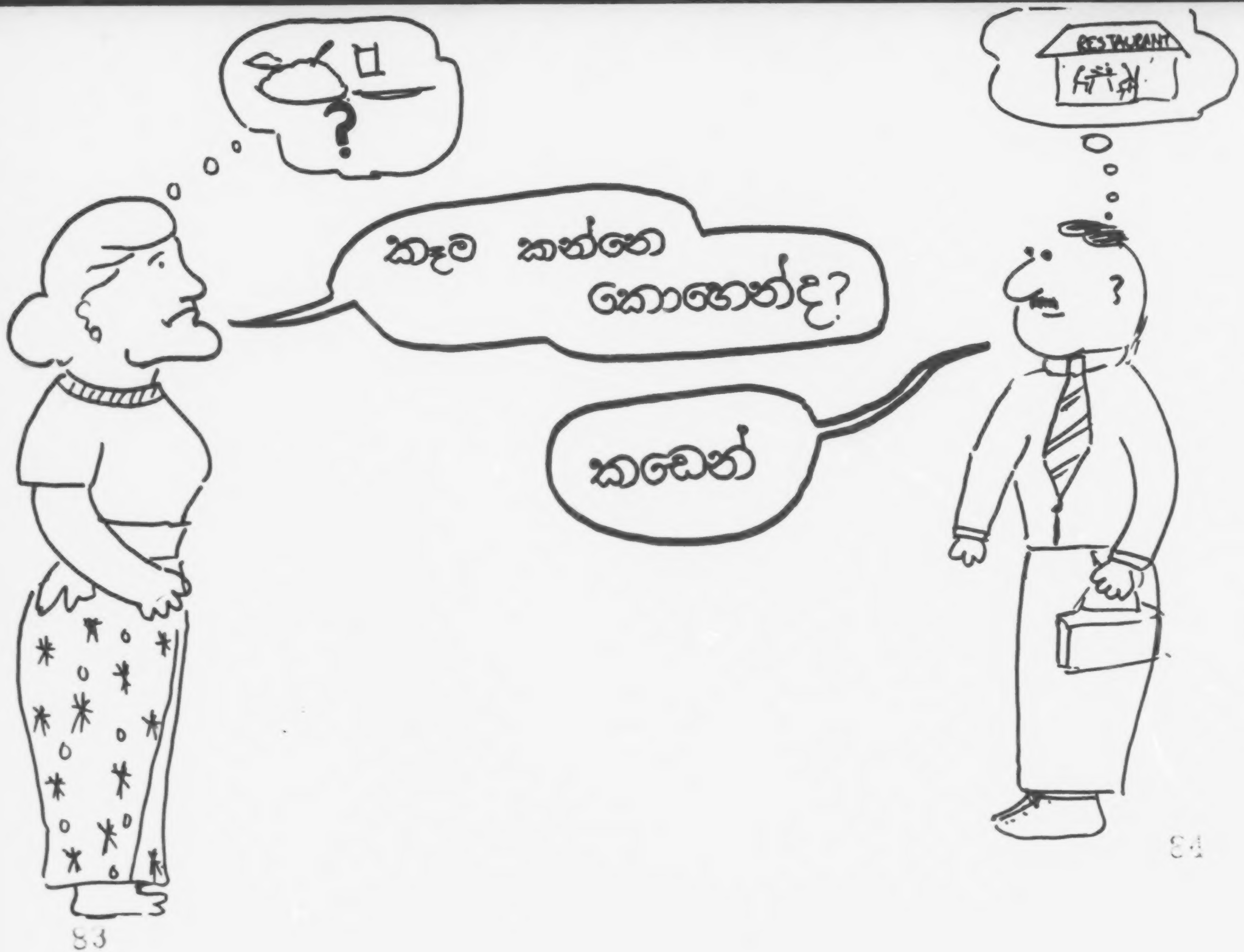

RESTAURANT
කෑම කන්නෙ කොහෙන්ද?
කඩෙන්

Personal Identification

Competency :	**To ask and answer questions about one's background**
Situation :	With host country nationals

Dialogue II

Roles: PCT/Sri Lankan		Functions
සුනිල්	ඔයා දැන් ඉන්නේ කොහෙද? (Where do you stay (now)?)	- asking for information
ජෙනී	ගාල්ලේ (in Galle)	- giving information

Vocabulary

Time Adverbial: දැන් ඉස්සෙල්ලා පස්සේ අද හෙට ඊයේ

Grammar

Verb (present emphatic) + Question word

LESSON PLAN I

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and make factual sentences
Teaching Point	Time Adverbial: දැන් ඉස්සෙල්ලා පස්සේ අද හෙට ඊයේ
Materials needed	Newsprint

Procedure

1. **Warm up/Review:** **5 mins**

   Review the time adverbials උදේ දවල් හවස

2. **Presentation:** **10 mins**

   Present the concept through examples.

   දැන් වෙලාව 8.30 යි. දැන් මං උගන්නනවා. දැන් ඔයාලා ඉගෙනගන්නවා

   Use the PST Schedule and say අද 18 හෙට 19 ඊයේ 17

3. Practice:

   Listening - **5 mins**

   1. Say some factual sentences and ask the students to say Yes or No

   දැන් අපි කනවා
   ඊයේ Sunday

   හෙට අපි සිංහල ඉගෙනගන්නේ නෑ
   පස්සෙ අපි ටවුමට යනවා

   Listening & Speaking - **5 mins**

   1. Reverse the above activity. Say a sentence and ask the student to say when it is done.

Tr:	අපි ඉගෙනගන්නවා	Ss:	දැන්
Tr:	කෝර්ට් එනවා	Ss:	හෙට

Speaking - **10 mins**

1. Ask students to say some activities that they do on the above learnt times

උදේ 1. ______
2. ______
3. ______

සවස 1. ______
2. ______
3. ______

4. **Application (use):**

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation:**

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to find out information using the dialogue
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, Paper strips, a map of Sri Lanka

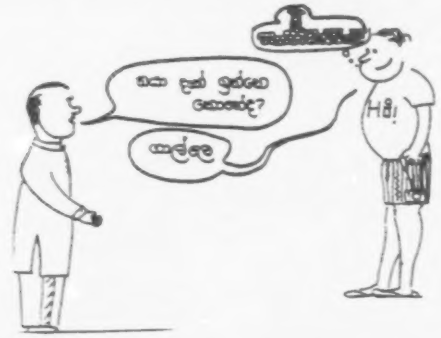
PROCEDURE

1. Warm up/Review: **5 mins**

Review the question words

2. Presentation: **10 mins**

Present the dialogue through a picture dialogue



Present the Genitive case of Nouns denoting towns of Sri Lanka.

කොළඹ මාතර අනුරාධපුර මහනුවර කුරුණෑගල කුලියාපිටිය නුවරඑළිය කතරගම මාතලේ බණ්ඩාරවෙල ගම්පොල

3. Practice:

Listening - 5 mins

1. Read the direct and genetive form of the above ask students to find the correct genetive form on a list.

Tr: a) කොළඹ b) කොළෙඹ Ss: a

Listening & Speaking - **5 mins**

1. Distribute strips of paper with names of towns on them and ask students to respond when you ask questions like:

Tr: ඔයා ඉන්නේ කොහෙද? Ss: ගාල්ලේ
Tr: ඔයා වැඩ කරන්නේ කොහෙද? Ss: බණ්ඩාරවෙල
Tr: ඔයාගෙ ගාලුවා ඉන්නේ කොහෙද? Ss: මාතර

Speaking - **5 mins**

1. Get the students to practice above activity in pairs.

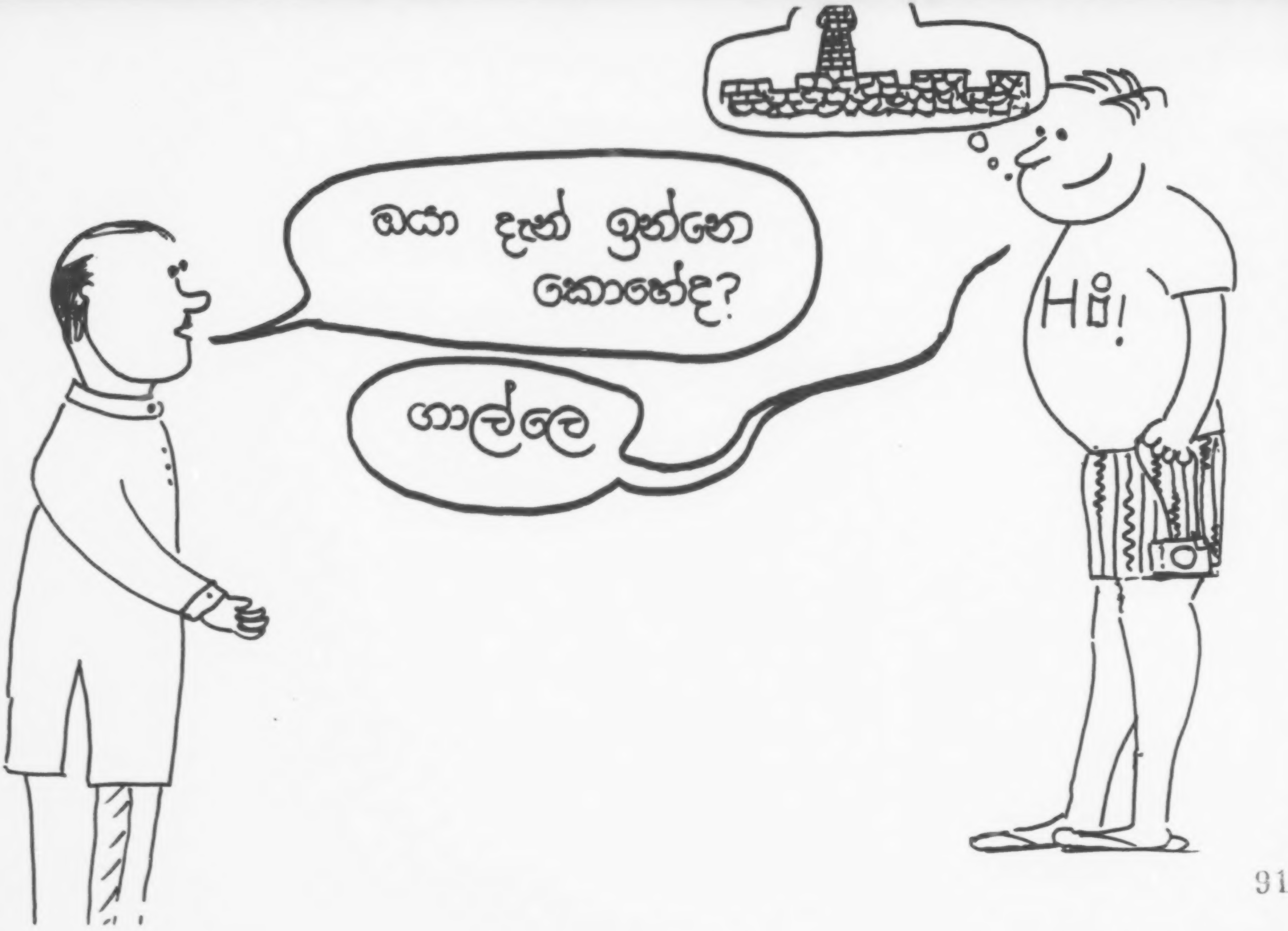
4. Application (use): 10 mins

1. Ask the students to go around the training site and find out where every body live and the town that their parents live

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation:


ඔයා දැන් ඉන්නෙ කොහේද?
ගාල්ලෙ
Hi!

Personal Identification

Competency : To ask and answer questions about one's background

Situation : With host country nationals

Dialogue III

Roles: PCT/Sri Lankan		Functions
කමල්	ඔයා ඉපදුනේ කොහෙද? (Where were you born?)	- asking for information
ජෙනී	නිව්යෝර්ක් වල (In New York city)	- giving information

Vocabulary

ගමේ නගරේ ජනපදේ දිස්ත්‍රික්කේ

Grammar

verb past tense	ආවා	ගියා	නෑවා
	හිටියා	ගත්තා	දුන්නා
verb past tense	ආවෙ නෑ	ගියෙ නෑ	නෑවෙ නෑ
negative	හිටියෙ නෑ	ගත්තෙ නෑ	දුන්නෙ නෑ

LESSON PLAN I

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items and find out information.
Teaching Point	Vocabulary: ගමේ නගරේ ජනපදේ දිස්ත්‍රික්කේ
Materials needed	SL map, US map, newsprint

PROCEDURE

1. **Warm up/Review:** 5 mins

Show the SL map and show the students where you lived. Show the US map and ask where the students live.

2. **Presentation:** 5 mins

Present the vocabulary items through the map and pictures of cities, towns, villages, states, districts.

3. **Practice:**

Listening - 5 mins

1, Read out some sentences and ask the students to say right/wrong.

Tr: මහනුවර ගමක් Ss: wrong
Tr: ඩිට්‍රොයිට් නගරයක් Ss: right

Listening & Speaking - 10 mins

1. Read the follwing passage and get the students to answer the questions.

ඇන්ඩෲ ඉපදුනේ අමෙරිකාවේ. එයා ඉගෙනගත්තේ ලොස් ඇන්ජලිස් වල. ලොස් ඇන්ජලිස් ලොකු නගරයක්. ඒක තියෙන්නේ කැලිෆෝනියා ජනපදේ. එයා දැන් ලංකාවේ වැටකෝදෙනිය ගමේ වැඩ කරනවා. ඒ ගම තියෙන්නේ මහනුවරදිස්ත්‍රික්කේ. එයා හැමදාම වගේ ගම්පොල නගරෙට බඩු ගන්න එනවා. එයාගේ යාලුවෝ ගොඩක් කැලිෆෝනියා වල ඉන්නවා. එයාට දැන් ලංකාවෙත් ගොඩක් යාලුවෝ ඉන්නවා.

1. ඇන්ඩෲ ඉපදුනේ කොහෙද?
2. එයා ඉගෙනගත්තෙ කොහෙද?
3. ලොස් ඇන්ජලිස් ගමක්ද නගරයක්ද?
4. ලොස් ඇන්ජලිස් තියෙන්නේ මොන ජනපදේද?
5. එයා දැන් ලංකාවේ වැඩකරන්නේ කොහෙද?
6. වැටකෝදෙනිය තියෙන්නේ මොන දිස්ත්‍රික්කේද?
7. එයා ගම්පොල නගරෙට යන්නේ ඇයි?
8. එයාට කැලිෆෝනියා වල ගොඩක් යාලුවෝ ඉන්නවද?
9. එයාට දැන් ලංකාවේ යාලුවෝ ඉන්නවද?

Speaking - **5 mins**

1. Get the students to answer the following questions

   1. ඔයාගේ ජනපදේ මොකද්ද?
   2. ඇමෙරිකාවේ ඔයාගේ ගම මොකද්ද?
   3. ලංකාවේ ඔයා ඉන්නේ කොහෙද?
   4. ඒක තියෙන්නේ මොන දිස්ත්‍රික්කයේද?
   5. ගමේ ඔයාට යාලුවෝ ඉන්නවද?

4. Application (use): 5 mins

Get the students find out the above information from another class.

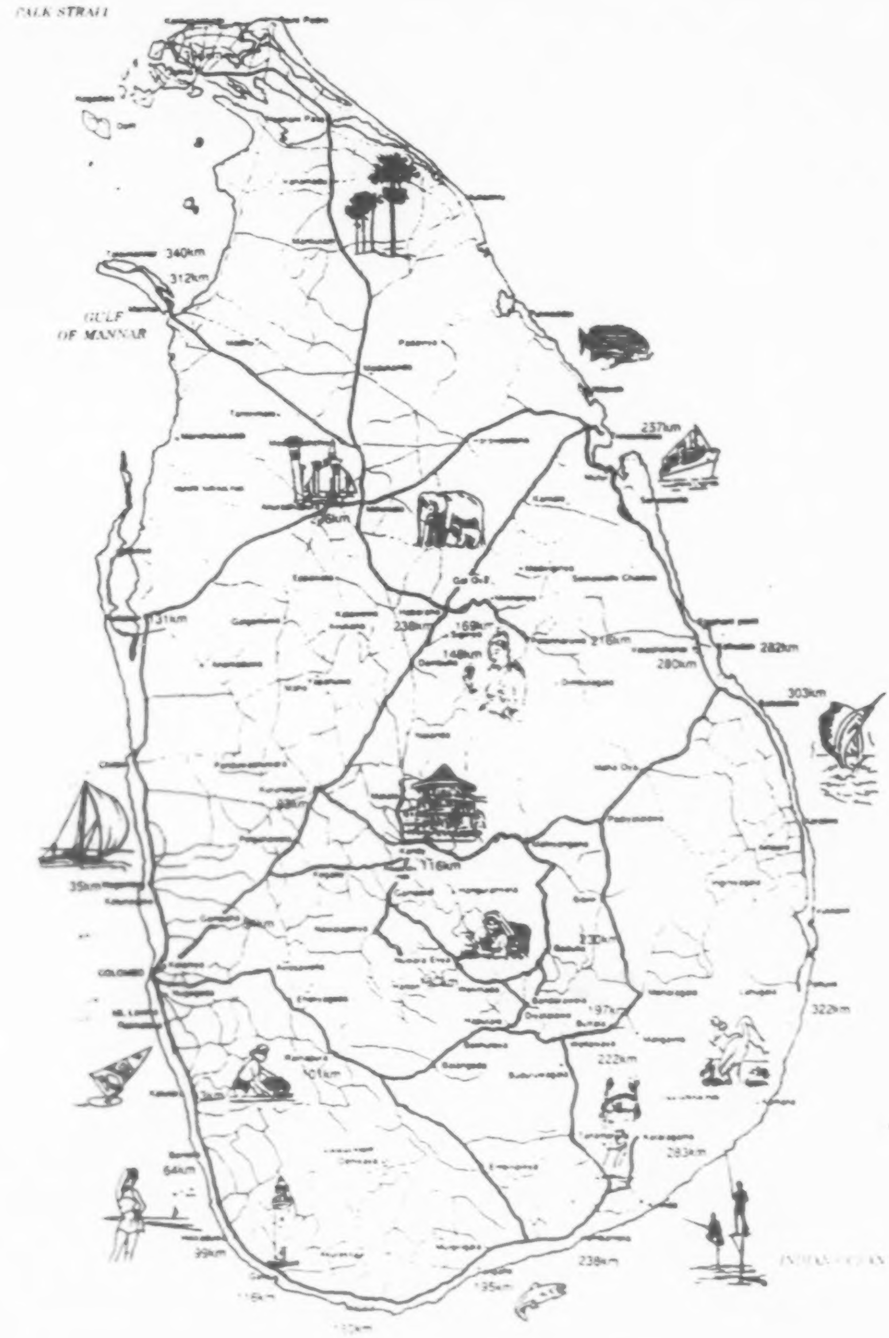
5. Assessment (Task): 5 mins

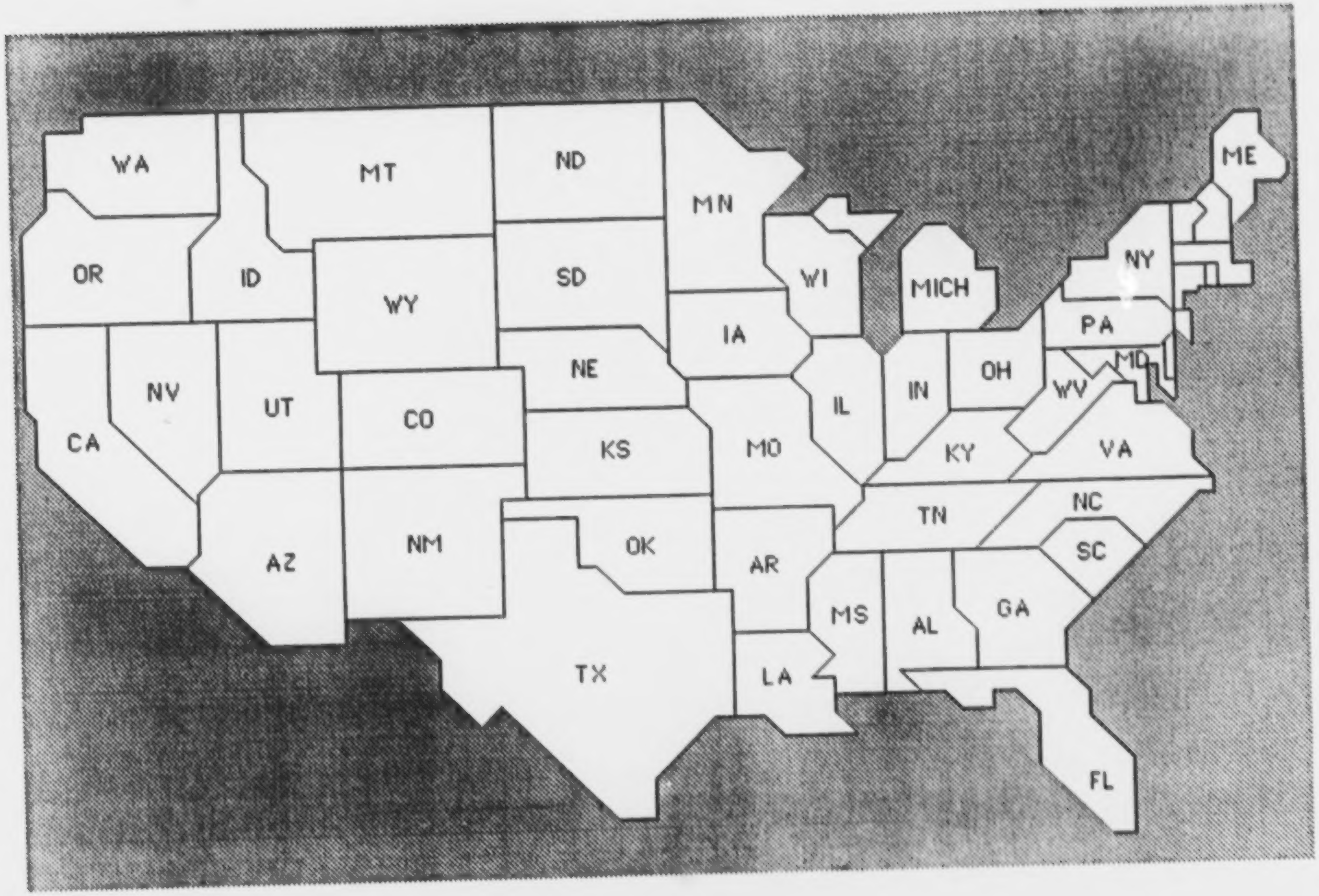
Ask them to present the above information to the class.

6. Contingency Plan:

Question -Answer Practice. Have students sit in a circle. They practice the exchange: "Where are you from? I'm from _____. " Have students ask and answer the question. Add other exchanges about language spoken where they work.

7. Comments/Self Evaluation:


PALK STRAIT
340km
312km
GULF OF MANNAR
237km
131km
238km
169km
148km
218km
282km
280km
303km
93km
116km
Kandy
Nuwara Eliya
35km
COLOMBO
197km
222km
101km
64km
283km
322km
99km
238km
135km
116km
INDIAN OCEAN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48-B

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the past tense verb to find out information
Teaching Point	Grammar: verb past tense ආවා ගියා කෑවා බිව්වා ගත්තා දුන්නා
Materials needed	Verb cards, newsprint with a passage

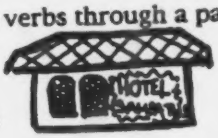
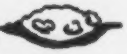
PROCEDURE

1. Warm up/Review: **5 mins**

Review the present tense forms through action cards or Hangman Game.

2. Presentation: **10 mins**

Present the verbs through a passage.

ජේන් හැමදාම  එනවා. සිංහල ඉගෙනගන්නවා. එයා දවල්ට 
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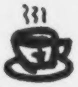
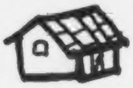
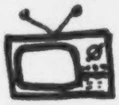
හවසට  බොනවා. ඊට පස්සෙ  යනවා. රෑට 
බලනවා.

ඊට පස්සෙ නිදාගන්නවා.

Write the passage on a newsprint with pictures. Have separate cards for ඊයේ and past tenses of the above verbs. Paste one by one on the present tense verbs and change the passage into past tense.

Present the written form.

3. Practice:

Listening - **5 mins**

1. Distribute the verb cards to the students and ask the students to show the Sinhala word when you say the English equivalent.

Listening & Speaking - 5 mins

1. Ask the students to repeat after you.
2. Say a related word and ask the students to say the Sinhala equivalent.

Speaking - 10 mins

1. Practice the verbs through a communicative drill.

Student A: **ඊයේ උදේ අටට ඔයා කෙරුවේ මොනවද?**

Student B: **මං තේ බිව්වා.**

Ask the students to substitute times and practice the dialogue.

4. Application (use): **5 mins**

1. Ask the students to narrate what they did on the previous day morning, afternoon, and night.

5. Assessment (Task): **5 mins**

Get the students to go out and find some people to ask what they did on the previous day.

6. Contingency Plan: **10 mins**

Relate "Peter's Story."

7. Comments/Self Evaluation:

GRAMMAR NOTE

Past tense verb:

Formation of past tense is a bit irregular. However, patterns can be found in some. The form means actions that are completed.

එයා ගිය සුමානෙ ආවා	She came last week

LESSON PLAN III

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the Past tense negative to present information
Teaching Point	Grammar: verb past tense negative ආවේ නෑ ගියේ නෑ කෑවේ නෑ බිව්වේ නෑ ගත්තේ නෑ දුන්නේ නෑ
Materials needed	Information Gap exercies, picture dialogue, grids, questionnaires

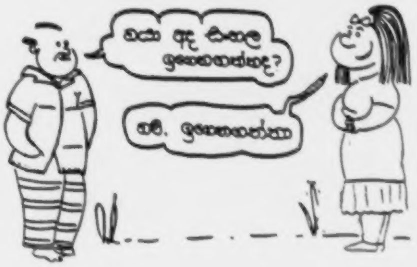
PROCEDURE

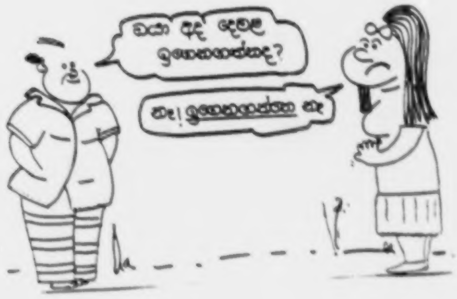
1. **Warm up/Review:** **2 mins**

   Review the past tense verbs

2. **Presentation:** **10 mins**

   Present the negative form through a picture dialogue.





Present more examples through the dialogue.

3. Practice:

Listening - 15 mins

1. Get the students to listen to the following passage and fill out the grid.

ඊයේ කපිල, සම්පත්, නිලන්ති, ශිරීකා නුවර ගියා. ඊට පස්සෙ, එයාලා වෙවන් එකට ගියා. කපිල බියර් බිව්වා. හැබැයි එයා කෝක් බිව්වේ නෑ. එයා Pizza කෑවේ නෑ හැබැයි ආප්ප කෑවා. සම්පත් කෝක් බිව්වා හැබැයි එයා බියර් බිව්වේ නෑ. එයා Pizza කෑවා හැබැයි ආප්ප කෑවේ නෑ. නිලන්ති බියර් බිව්වා. කෝක් බිව්වේ නෑ. එයා Pizza කෑවේ නෑ. ආප්ප කෑවේ නෑ. ශිරීකා බියර් බිව්වේ නෑ කෝක් බිව්වේ නෑ. එයා Pizza කෑවා ඊත් ආප්ප කෑවේ නෑ. ඊට පස්සේ සම්පත්, කපිල movie එකක් බලන්න ගියා. ශිරීකා, නිලන්ති movie බැලුවේ නෑ. එයාලා TV බැලුවා. සම්පත් TV බැලුවේ නෑ හැබැයි කපිල Travellers Nest ආවා. ඊට පස්සෙ එයා TV බැලුවා.

	Pizza	ආප්ප	කෝක්	beer	TV	movie
කපිල						
සම්පත්						
නිලන්ති						
ශිරීකා						

Listening & Speaking - 10 mins

Give them a clue and prompt them to say postive and negative statements.

Tr: අද උදේ [illegible]/පාන්/රොටි Ss: අද උදේ බත් කෑවේ නෑ රොටි කෑවේ නෑ හැබැයි පාන් කෑවා

Tr: අද උදේ තේ/කෝපි/වතුර Ss: අද උදේ තේ බිව්වේ නෑ කෝපි බිව්වේ නෑ හැබැයි වතුර බිව්වා.

Speaking - 10 mins

1. Ask the students interpret the grid given above in the listening exercise

4. Application (use): 10 mins

1. Information Gap exercise

	eat rice	drink coke	watch T.V.	play cricket
Tim	?	✓	×	?
Kim	✓	?	×	✓
Kay	?	?	✓	?
Tom	✓	?	?	×

	eat rice	drink coke	watch T.V.	play cricket
Tim	×	?	?	×
Kim	?	×	?	?
Kay	✓	×	?	×
Tom	?	✓	×	?

5. Assessment (Task): **10 mins**

Get students to go out of the class. Interview someone and find out the following information and present it to the class.

1. If he/she went to market this morning
2. If he/she watched TV news last night
3. If he/she washed clothes last Sunday
4. If he/she drank beer with friends last evening
5. If he/she cooked rice last night

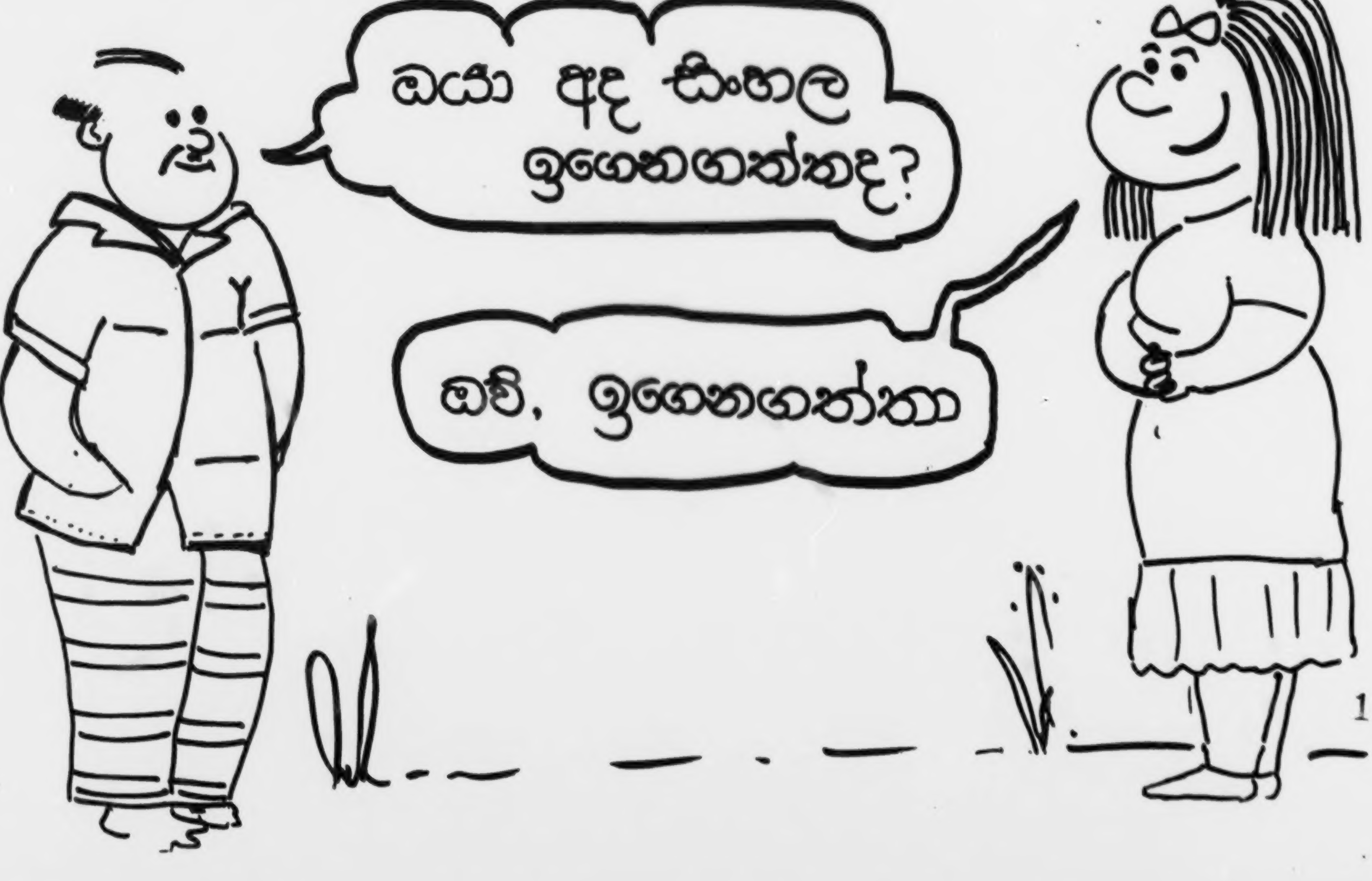
6. Contingency Plan:

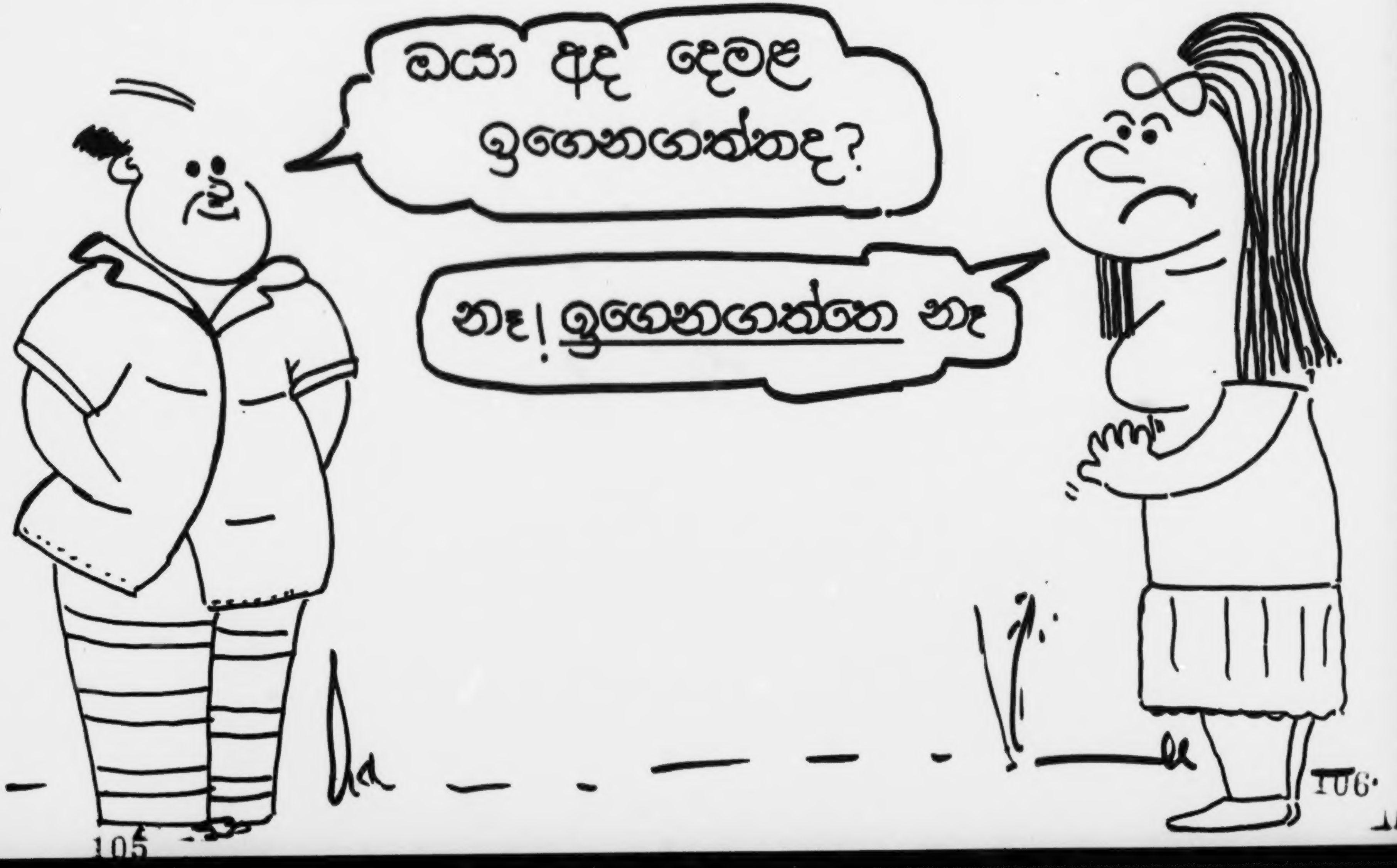
7. Comments/Self Evaluation:

GRAMMAR NOTE

The Past Negative:

The formation and usage is similar to that of the Emphatic Verb form of the present tense verb.


ඔයා අද සිංහල ඉගෙනගත්තද?
ඔව්, ඉගෙනගත්තා


ඔයා අද දෙමළ ඉගෙනගත්තද?
නෑ! ඉගෙනගත්තෙ නෑ

LESSON PLAN IV

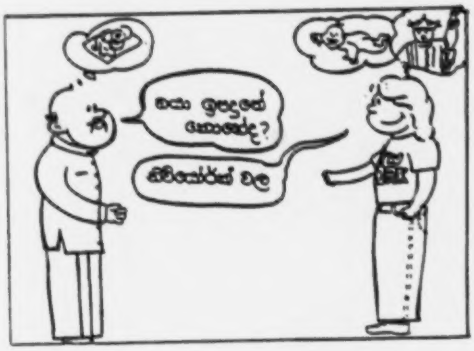
Estimated Time	25 mins
Objective	At the end of the lesson the students will be able to use the dialogue and find out information
Teaching Point	**Dialogue**
Materials needed	Newsprint with the dialogue

PROCEDURE

1. **Warm up/Review:**

2. **Presentation:** **4 mins**

Present the dialogue through a picture



3. **Practice:**

Listening - **3 mins**

Read it several times taking both roles

Listening & Speaking - **3 mins**

Take one role and practice the dialogue

Speaking - **3 mins**

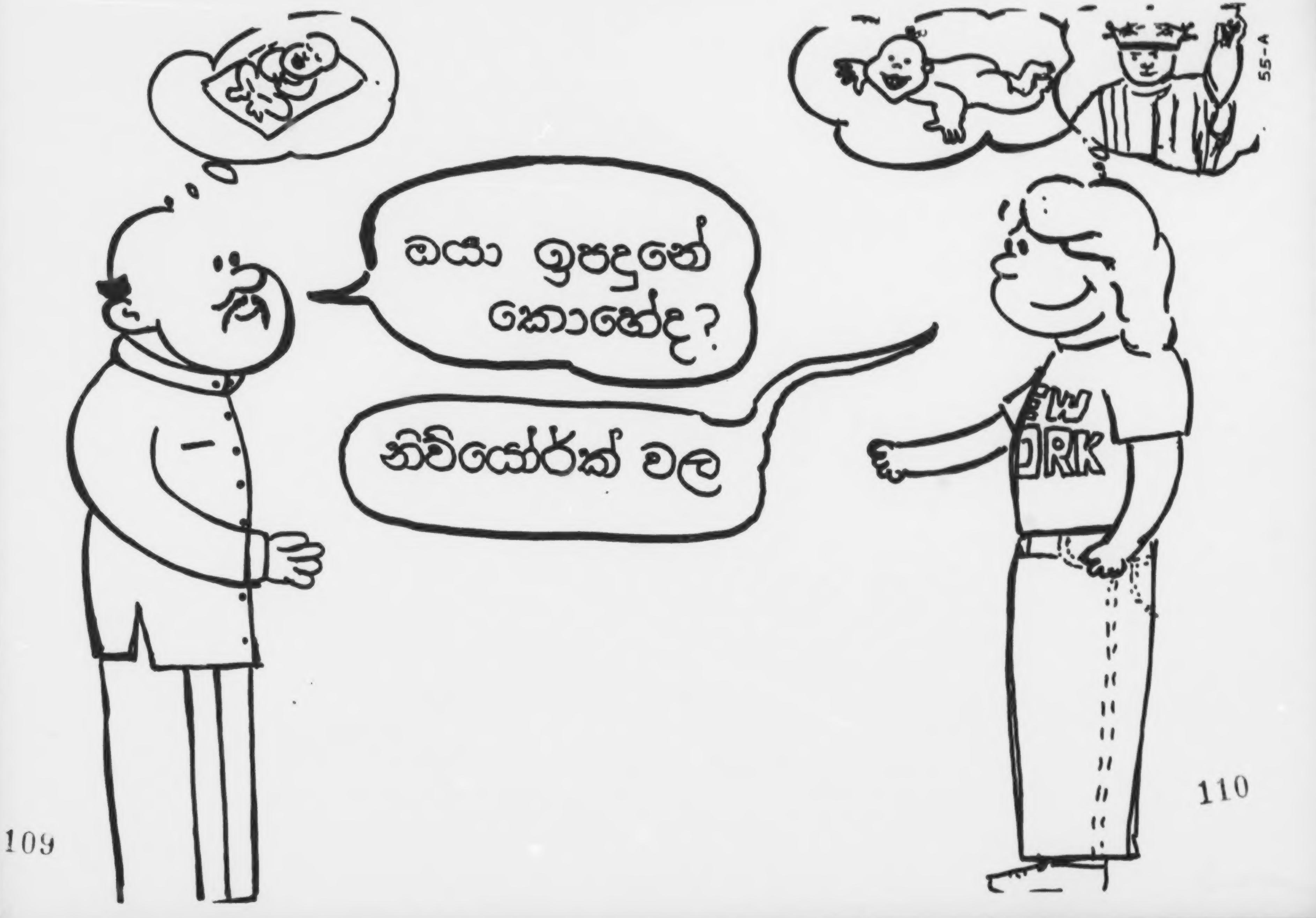
Get the students to say where they were born when you ask the quetions

4. Application (use): **10 mins**

Ask the students to go out of the class and find out where everybody else were born.

5. Contingency Plan:

6. Comments/Self Evaluation:


55-A
ඔයා ඉපදුනේ කොහේද?
නිව්යෝර්ක් වල
EW
ORK
109
110

Personal Identification

Competency : **To ask and answer questions about one's background**

Situation : With host country nationals

Dialogue IV

Roles: PCT/Sri Lankan	Functions
සමිල් : **ඔයා ඇමරිකාවේ ඉන්නකොට රස්සාවක් කෙරුවද?** (Did you do a job when you were in America?)	- inquiring
ජෙරී : **නෑ. විශ්ව විද්‍යාලෙ ඉගෙනගත්තා.** (No, I studied at the university)	- giving information

Grammar

Present Verbal Adjective + **කොට** - when/whenever

LESSON PLAN I

Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to find out personal information using the grammar
Teaching Point	Grammar: Present Verbal Adjective + කොට (when/whenever)
Materials needed	Picture dialogues, paper strips, newsprint with the table, Copies of the listening cloze

PROCEDURE

1. Warm up/Review: **5 mins**

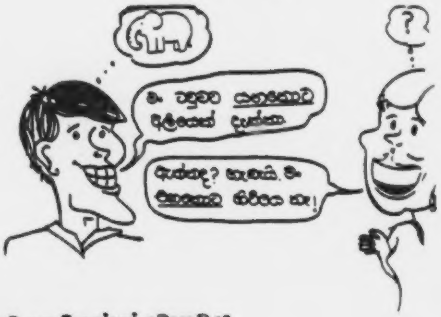
Review present tense verbs

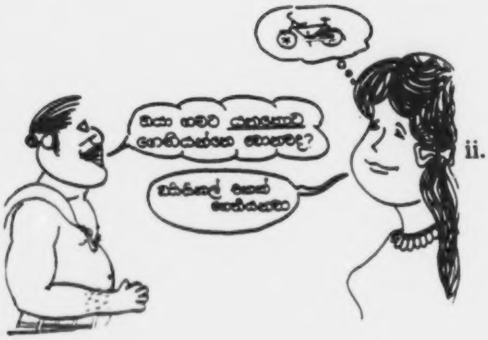
2. Presentation: **10 mins**

Present the concept through a picture dialogue.

i. A: මම නුවර ටවුමට යනකොට අලියෙක් දැක්කා.

B: ඇත්තද? හැබැයි. මං එනකොට හිටියේ නෑ.


?
මං ටවුමට යනකොට අලියෙක් දැක්කා
ඇත්තද? හැබැයි. මං එනකොට හිටියෙ නෑ!


ඔයා ගමට යනකොට ගෙනියන්නෙ මොනවද?
බයිසිකල් එකක් ගෙනියනවා

ii. A: ඔයා ගමට යනකොට ගෙනියන්නේ මොනවද?

B: බයිසිකල් එකක් ගෙනියනවා.

3. Practice:

Listening - **10 mins**

1. Read the following cloze passage and ask the students to fill out the blanks on their copies.

ජිම් ප්‍රංශයේ ඉන්නකොට ප්‍රංශ භාෂාව ඉගෙනගත්තා. ඊට පස්සේ එයා ඇමරිකාවට ගියා. එයා ඇමරිකාවේ ඉන්නකොට එයාට යාලුවෝ ගොඩක් හිටියා. එයා දැන් ස්වේච්ඡා සේවකයෙක්. එයා දැන් සිංහල ඉගෙනගන්නවා. එයා හැමදාම ගෙදර යනකොට වවුමට යනවා. එයා වවුමේ මිනිස්සු එක්ක සිංහල කතාකරනවා. එයා සිංහල කතාකරනකොට මිනිස්සු හිනාවෙනවා. එයා ලබන මාසේ එයාගේ ගමට යනවා. එයා ගමේ වැඩකරනකොට සිංහල කතාකරනවා.

Listening & Speaking - 10 mins

1. Read the first part of the sentence and get the student to complete the other part.

   1. දළදා මාළිගාවට යනකොට...
   2. සයිට් එකට යනකොට...
   3. වෙලිස් එකේ ඉන්නකොට ....
   4. පුස්තකාලෙ ඉන්නකොට...
   5. ට්‍රිප් එකක් යනකොට...
   6. පරිප්පු උයනකොට...
   7. Trainees සිංහල ඉගෙනගන්නකොට...
   8. අමෙරිකාවේ ඉන්නකොට...
   9. Hostතාත්තා බියර් බොනකොට.............................
   10. කෑම කනකොට...

Speaking - 15 mins

1. Get the students to make sentences using the table below:

	කෑම	උයන		සල්ලි දෙනවා
මම	Movie	ගහන	කොට	හතුරු දානවා
අපි	cricket	කන		bawl කරනවා
එයා	Turkey	හදන		popcorn කනවා
එයාලා	වට්ටලප්පන්	ගහන		වතුර බොන්නේ නෑ
ජිම්	හවස තේ	බොන		snacks කනවා

4. Application (use): 10 mins

Divide the students into pairs. one student asks the following questions and the other answer.

1. ඔයා අමෙරිකාවේ ඉන්නකොට කෙරුවේ මොනවද?
2. අමෙරිකාවේ මිනිස්සු බේස්බෝල් ගහනකොට කරන්නේ මොනවද?
3. ඔයා සයිට් එකට යනකොට ඔයාට බයිසිකල් එකක්, මදුරුදැලක්,ටෙන්ට් එකක්. Sleeping bag එකක් දෙනවා. ඔයා ගෙනියන්නේ මොනවද?
4. Hiking යනකොට ගෙනියන්නේ මොනවද?

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5. **Assessment (Task):**

   Ask the students to find out what the Sri Lankans do when they give almsgiving

6. **Contingency Plan:**

   Write some sentences on strips of paper using the structure. Cut the sentences into two so that the two clauses are divided. Mix them up and ask the students to rearrange the sentences meaningfully.

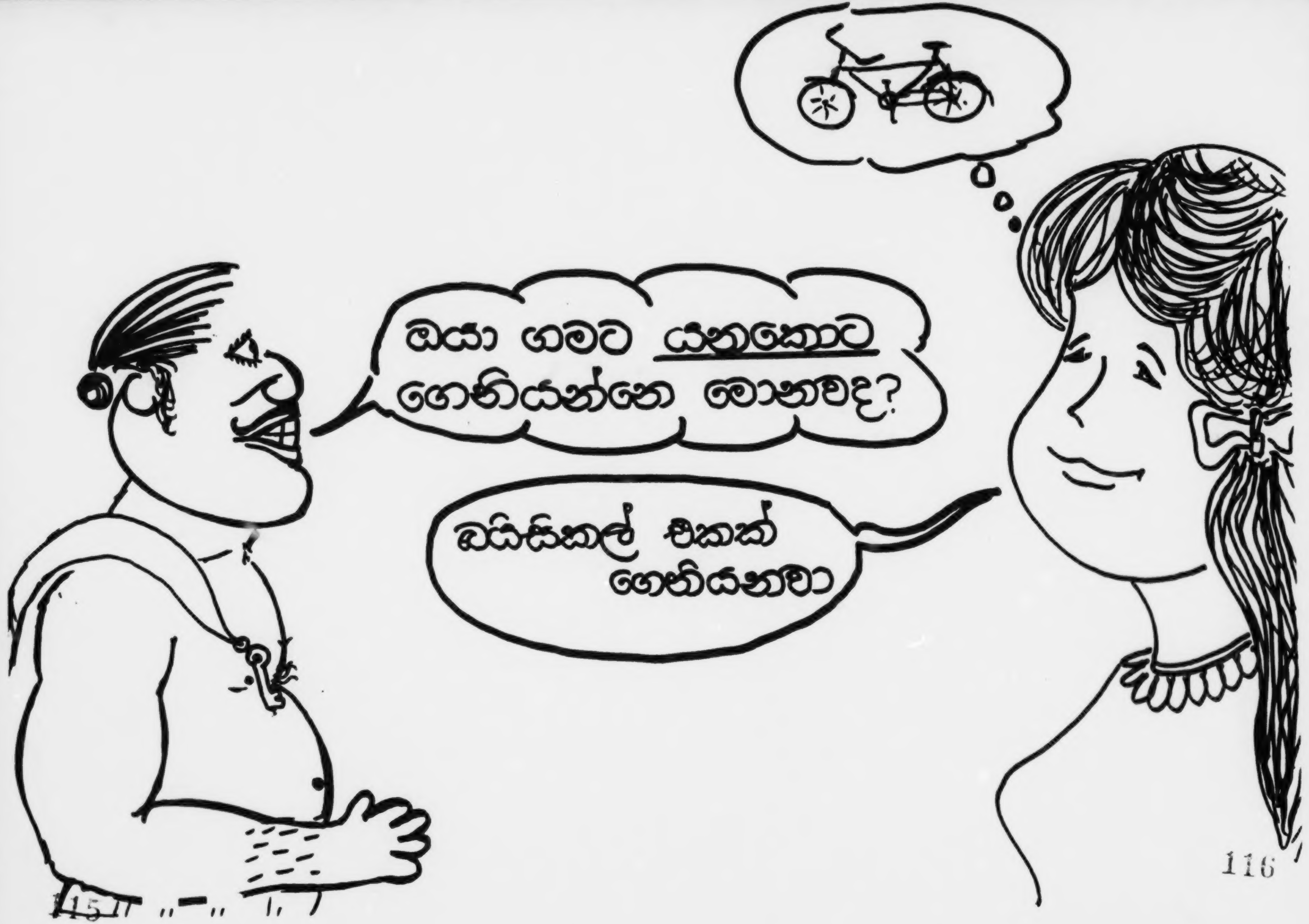
7. **Comments/Self Evaluation:**

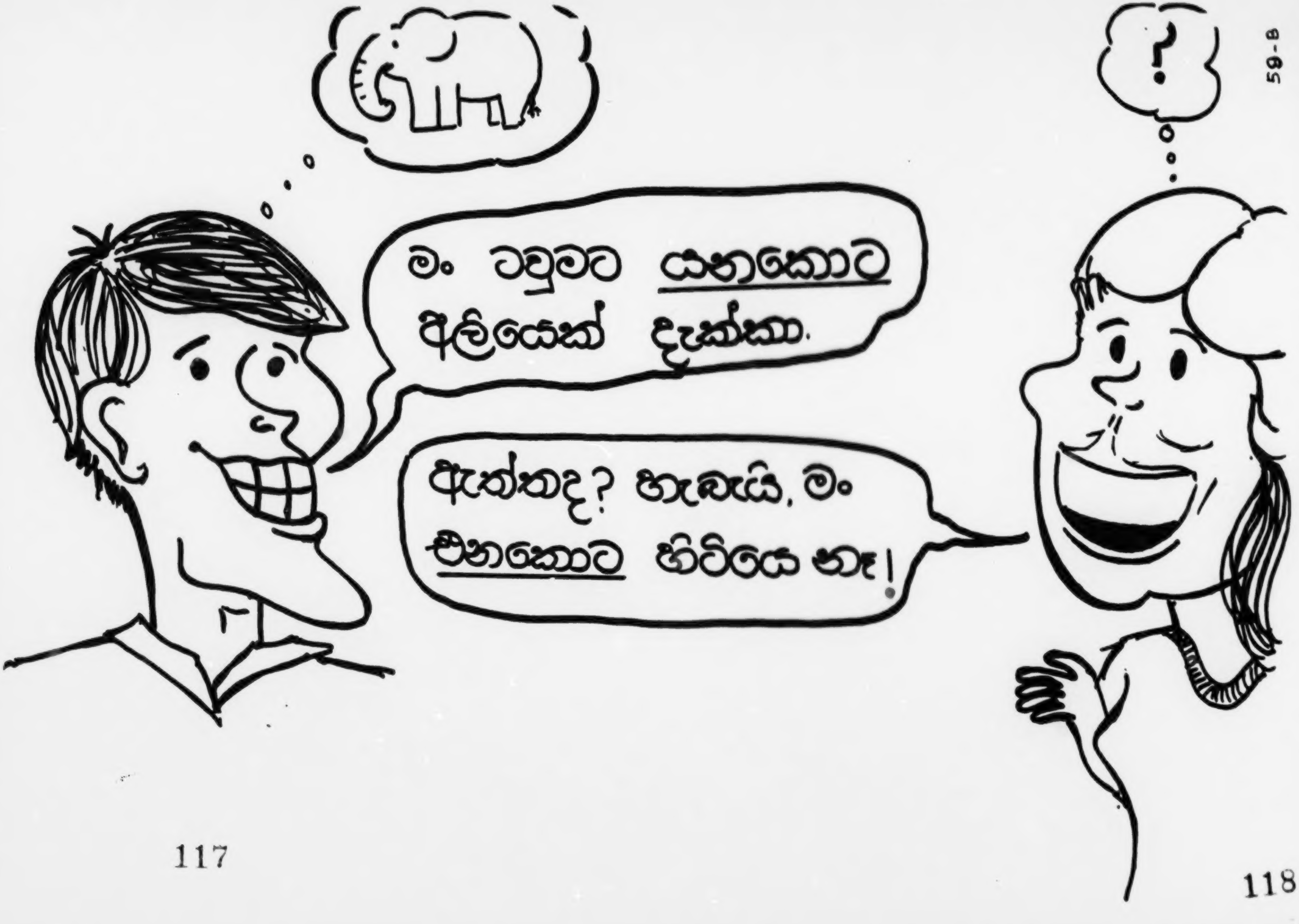
GRAMMAR NOTE

Temporal Clause with - කොට (When /Whenever)

-කොට is added to a present verbal adjective to derive 'when' temporal clauses. The tense of the clause is determined by that of the finite verb. Thus:

ඔයා ටවුමට යනකොට මට කියන්න	Tell me when you go to town.
ඔයා ඇමරිකාවේ ඉන්නකොට කෙරුවේ මොනවද?	What did you do when you were America?


ඔයා ගමට යනකොට ගෙනියන්නෙ මොනවද?
බයිසිකල් එකක් ගෙනියනවා


?
මං ටවුමට යනකොට අලියෙක් දැක්කා.
ඇත්තද? හැබැයි, මං එනකොට හිටියෙ නෑ!
59-8

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LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items to say personal details
Teaching Point	Vocabulary: විශ්ව විද්‍යාලෙ ඉස්කෝලෙ පුස්තකාලෙ තේ ෆැක්ටරිය ගොවිපොළ සාප්පුව හෝටලේ & Dialogue
Materials needed	Building models, realia

PROCEDURE

1. **Warm up/Review:**

2. **Presentation:** **5 mins**

   Present the vocabulary through models and realia.

3. **Practice:**

   Listening - **5 mins**

   1. Show a model and say a wrong name. Students say right/wrong
   2. Place the models and realia on the table and say three names at a stretch. Ask the students to pick up the correct ones.

   Listening & Speaking - **5 mins**

   1. Say a related word and ask the students to say the correspondent vocabulary item.

   Speaking - **10 mins**

   1. Introduce the definite, indefinite and indefinite genitive of the above vocabulary items.
   2. Get the students to answer the following question.

      Tr: ඔයා ඇමෙරිකාවේ ඉන්නකොට කෙරුවේ මොකවද?

      S: මං හෝටලේක වැඩ කෙරුවා

4. **Application (use):**

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation:**

Personal Identification

Competency : To describe a place or a person

Situation : With host country nationals

Dialogue

Roles: PCT/Sri Lankan		Functions
සුනිල්	: ගාල්ල ලස්සනද? (Is Galle beautiful?)	- asking for information.
ජෝන්	: ඔව්..ගාල්ල ලස්සනයි. (Yes. Galle is beautiful.)	- giving information
සුනිල්	: කොළඹට වැඩිය ගාල්ල ලස්සනද? (Is Galle more beautiful than Colombo?)	- comparing
ජෝන්	: ඔව්..කොළඹට වැඩිය ගාල්ල ලස්සනයි. (Yes. Galle is more beautiful than Colombo)	- comparing

Vocabulary

Adjectives (descriptive)

ලස්සනයි පොඩියි උසයි දිගයි මහතයි
කැතයි ලොකුයි මිටියි කොටයි කෙට්ටුයි

Grammar

N (Dative) + වැඩිය + S(Direct) + Adjective

LESSON PLAN I

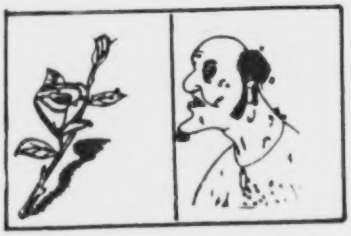
Estimated Time	1 hour & 5 minutes
Objective	At the end of the lesson the students will be able to describe the people at the training site using adjectives.
Teaching Point	Vocabulary: Adjectives (descriptive) ලස්සනයි පොඩියි උසයි දිගයි මහතයි කැතයි ලොකුයි මිටියි කොටයි කෙට්ටුයි
Materials needed	Pictures, stick figure pictures

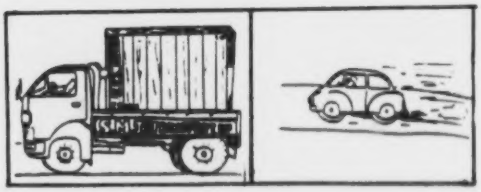
PROCEDURE

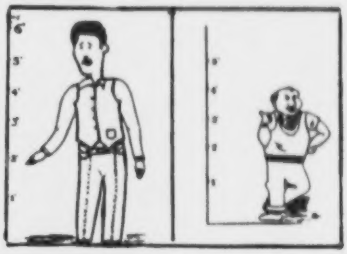
1. **Warm up/Review:**

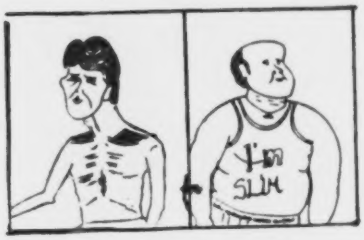
2. **Presentation:** **15 mins**

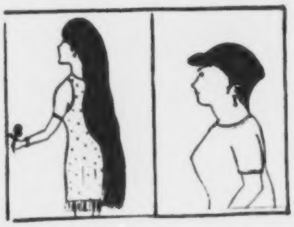
Present adjectives using stick figures and pictures of people and objects.











3. Practice:

Listening - 15 mins

1. Show a picture and describe it incorrectly and correctly. Students listen and say right or wrong.

Tr: අලියා පොඩියි Ss: වැරදියි
Tr: Coconut tree උසයි Ss: හරි
Tr: කූඹියා මහතයි Ss: වැරදියි
Tr: Marlon Brando මහතයි Ss: හරි
Tr: Michell Fifer ලස්සනයි Ss: හරි

2. Students listen to passage and mark on the sheet how many times they hear each adjective.

ලස්සනයි	පොඩියි	උසයි	දිගයි	මහතයි	කැතයි	ලොකුයි	මිටියි	කොටයි	කෙට්ටුයි

Listening & Speaking - 10 mins

1. Prompt students to complete the sentences using appropriate adjectives.

Tr: Golden gate bridge එක Ss: (දිගයි)
Tr: Sylvester Stallone Ss: ....
Tr: Bill Clinton Ss: ....
Tr: Mount Everest Ss: ....
Tr: Seattle Ss: ....

Speaking - 10 mins

1. Show the pictures and ask the students for the adjectives.
2. Ask the students to write down a name of a friend or a famous person. In pairs , one think of an adjective to describe the person and the other trys to guess the adjective after hearing who the person is.

4. Application (use): 5 mins

Ask the students to describe their identical partner.

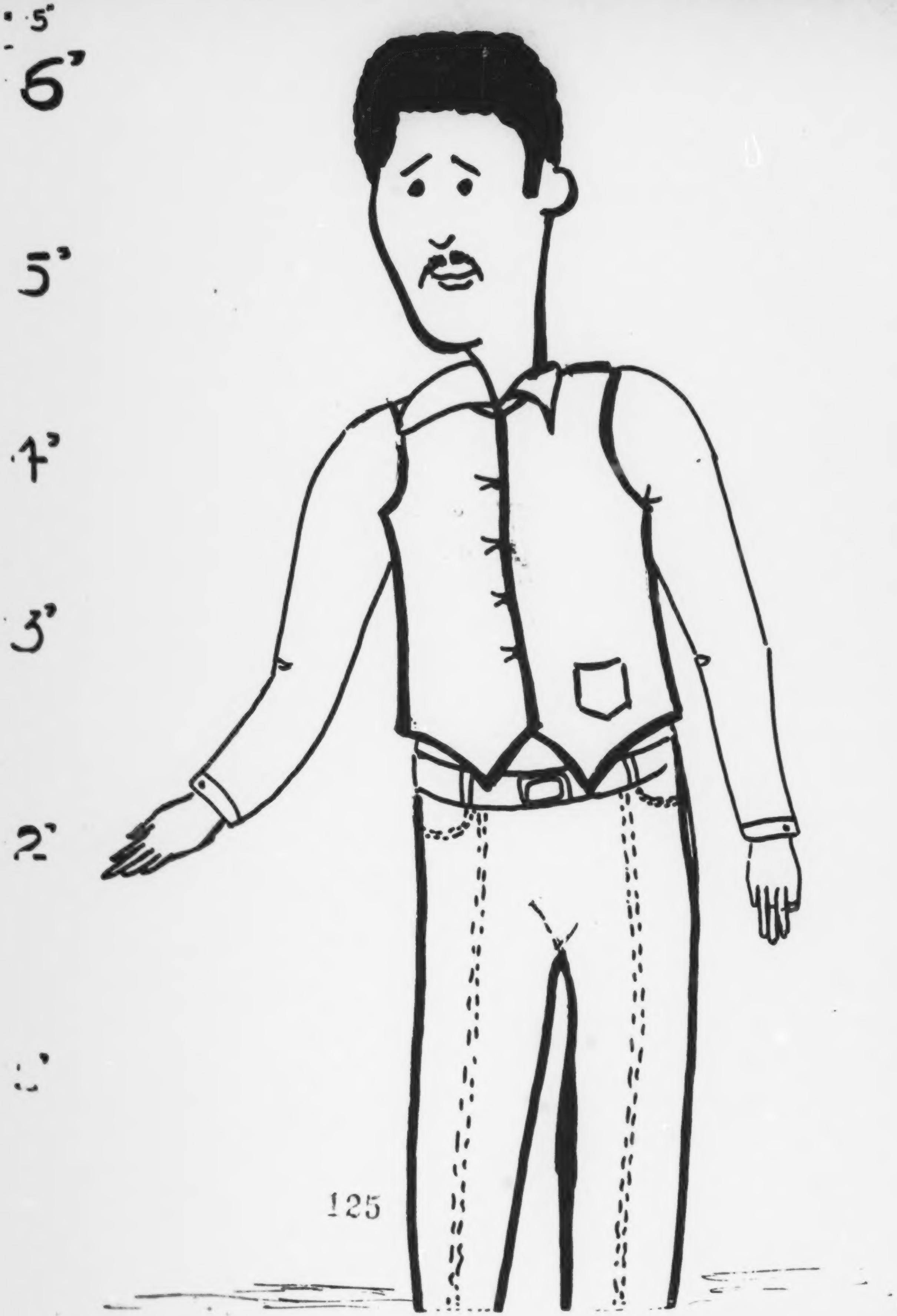
5. Assessment (Task): **10 mins**

Give a list of names at the training site and ask the students come up with adjectives to describe them.

6. Contingency Plan:

Do a chain drill of adjectives.

7. Comments/Self Evaluation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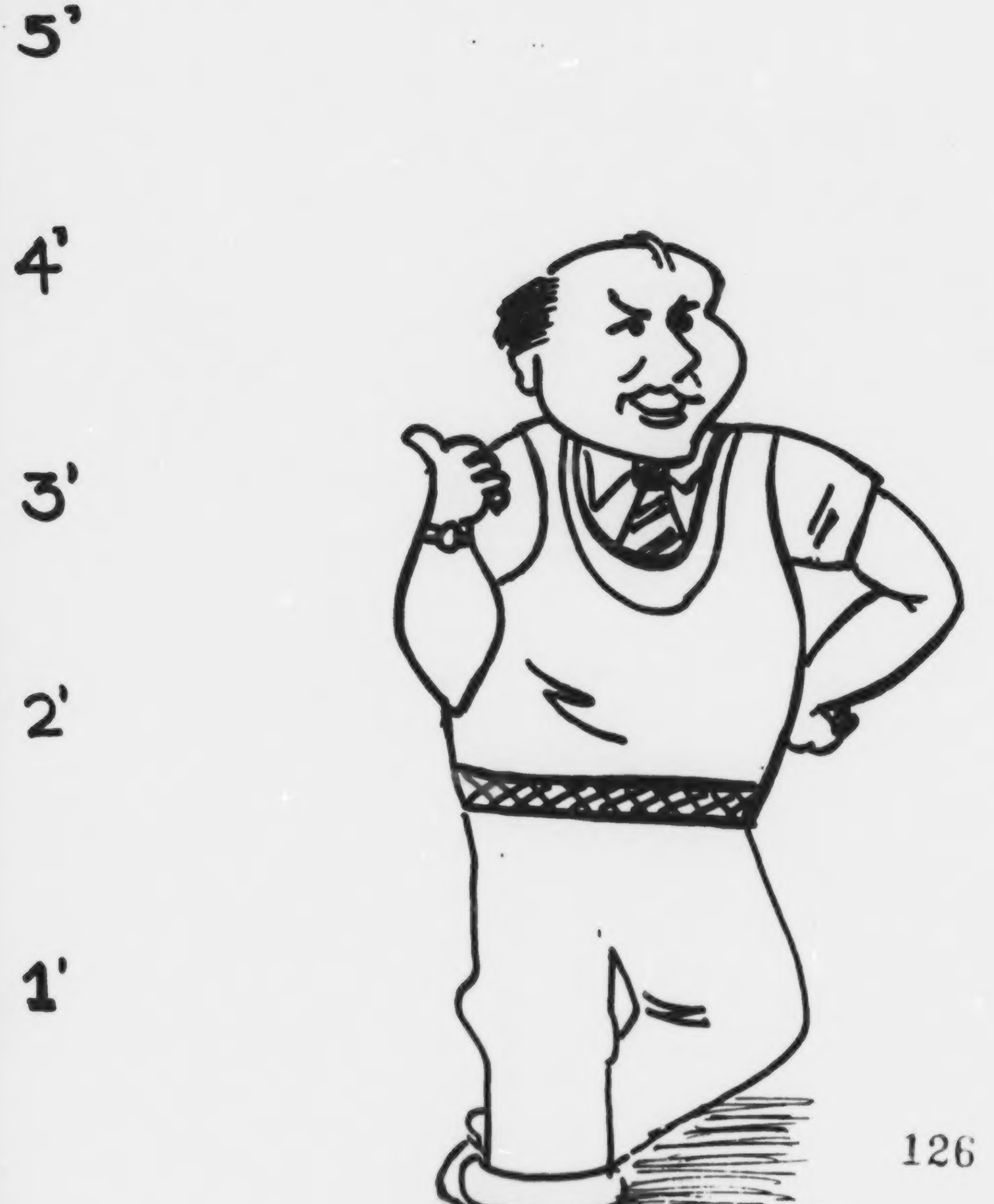

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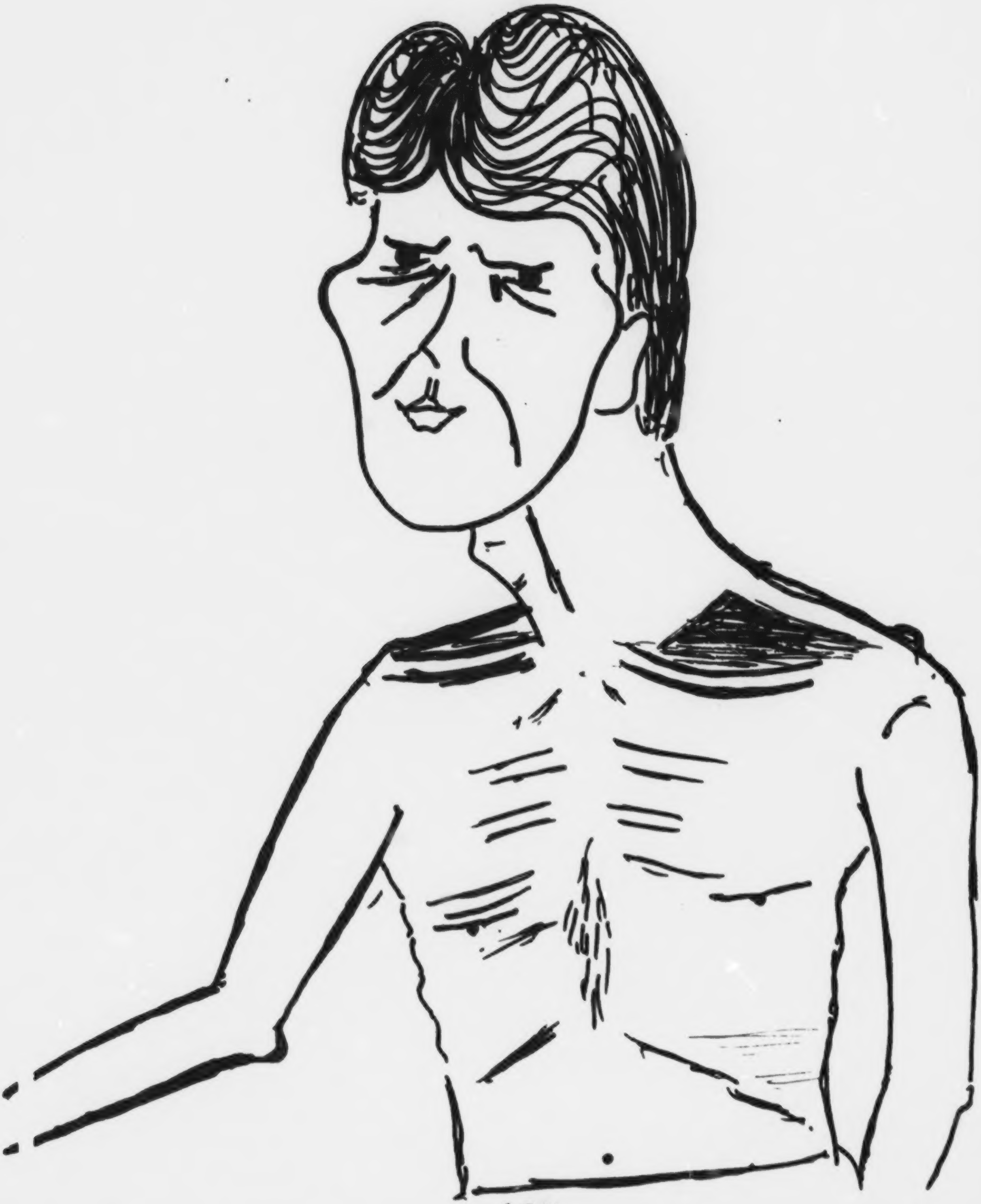

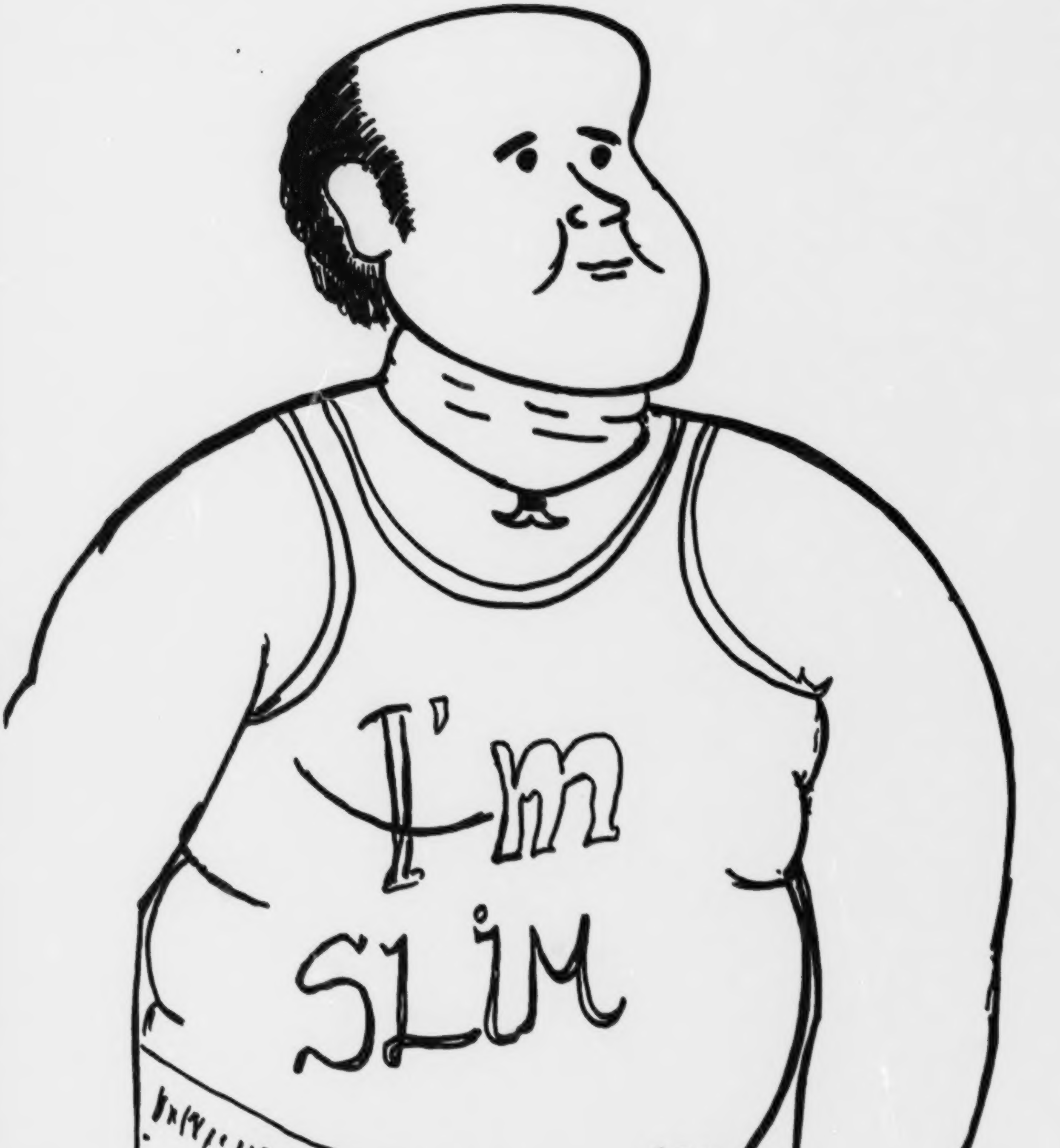

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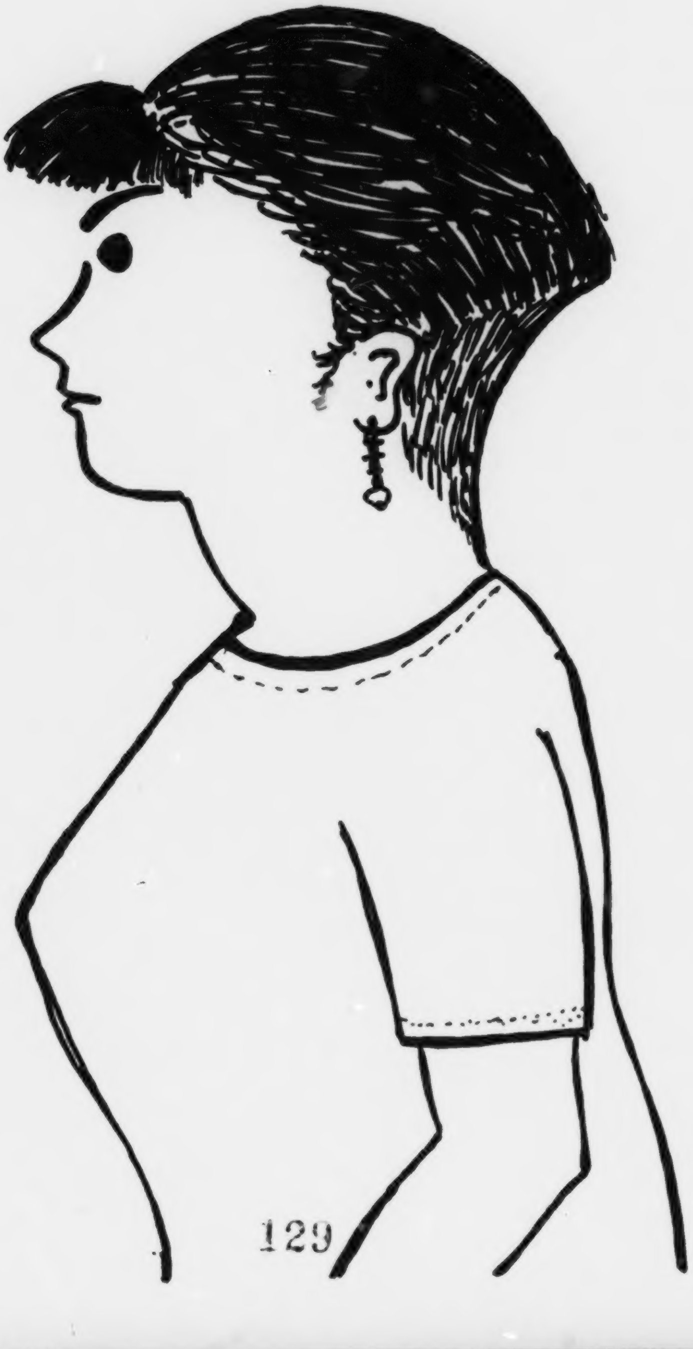

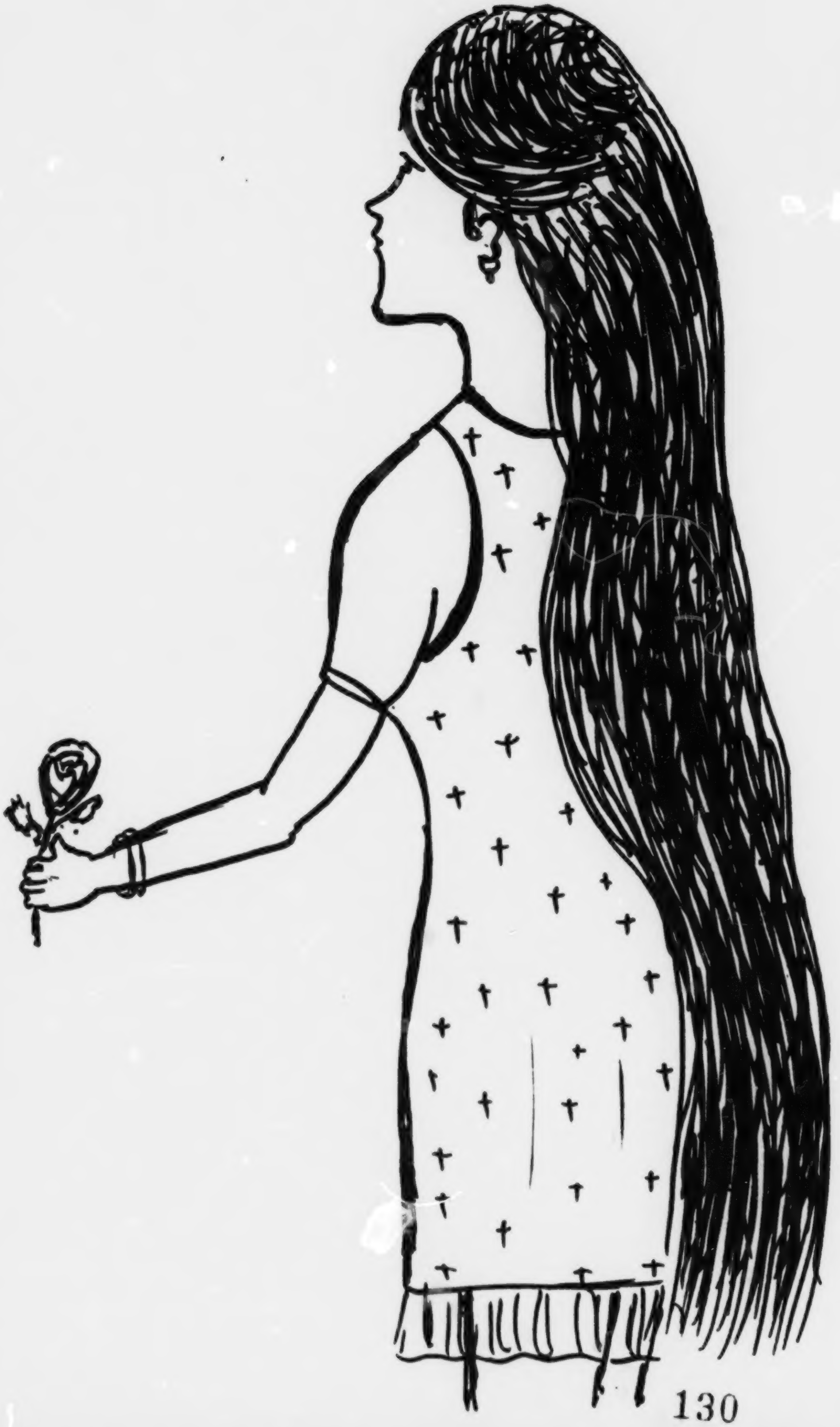

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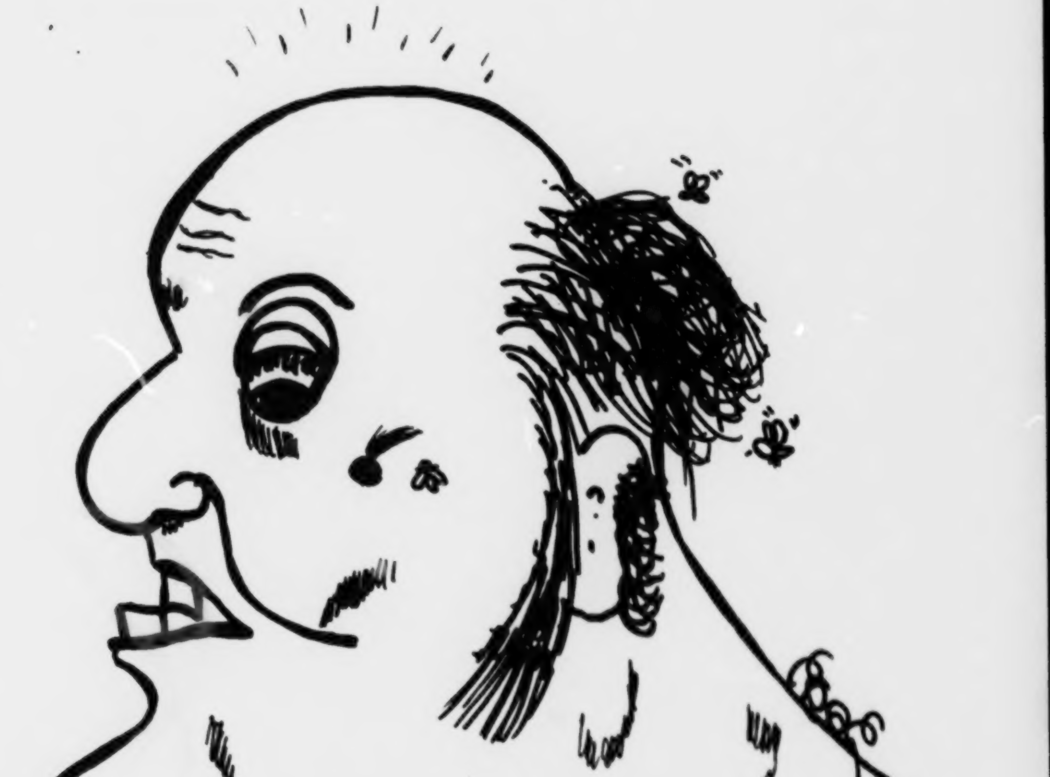

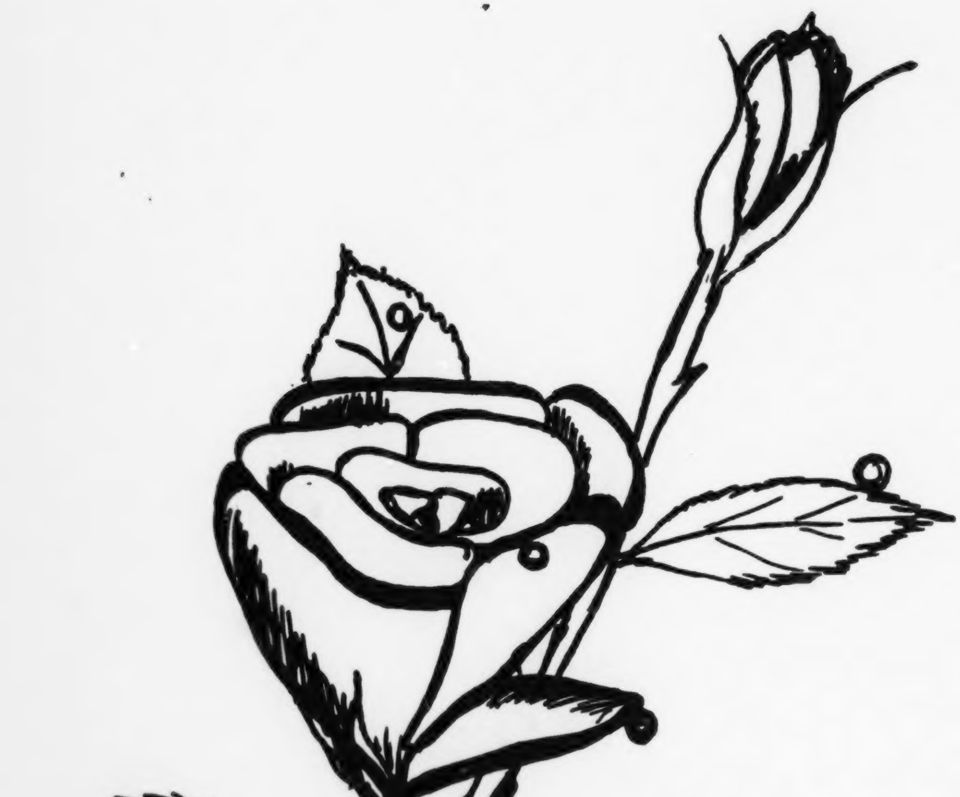

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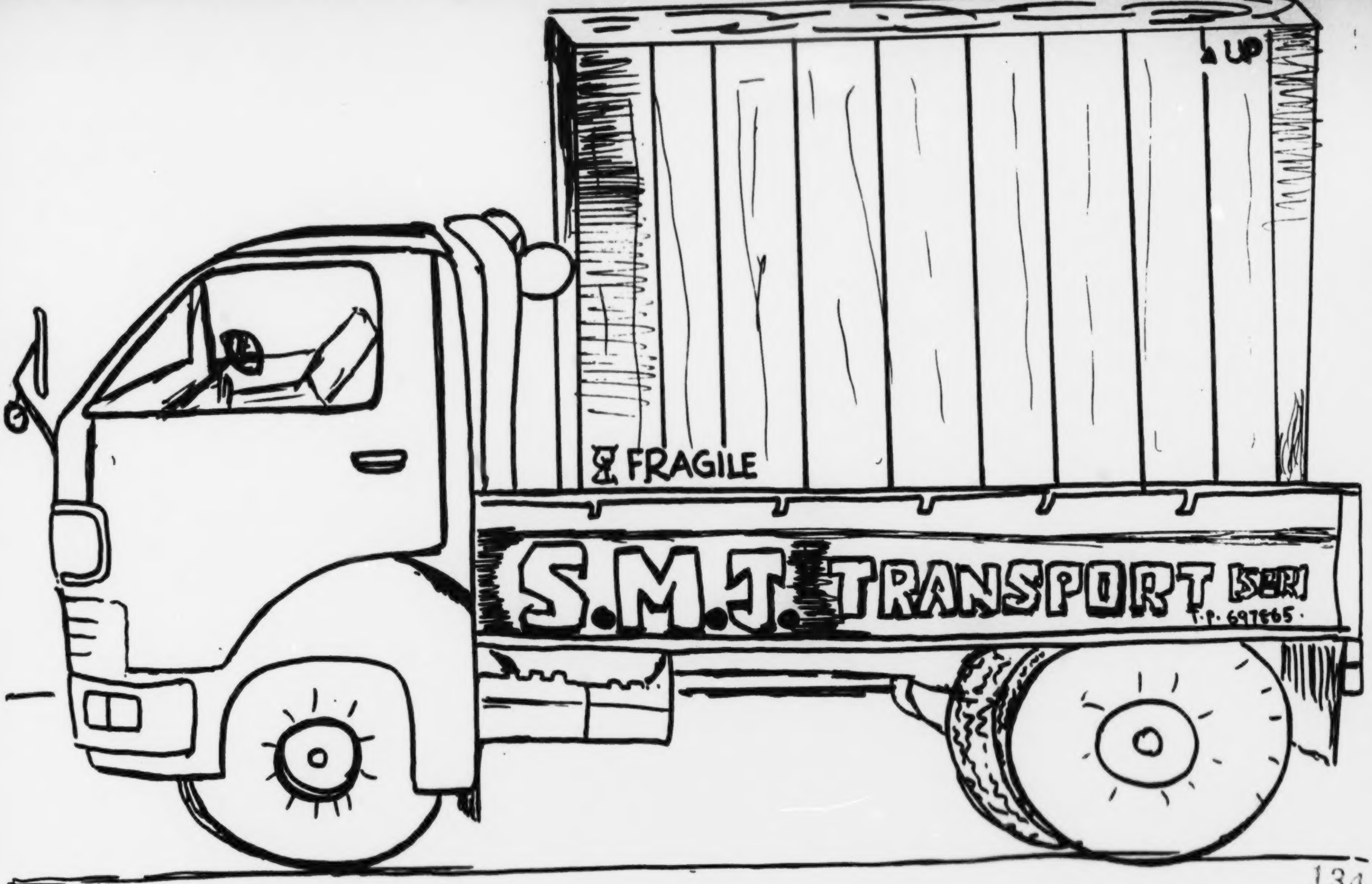
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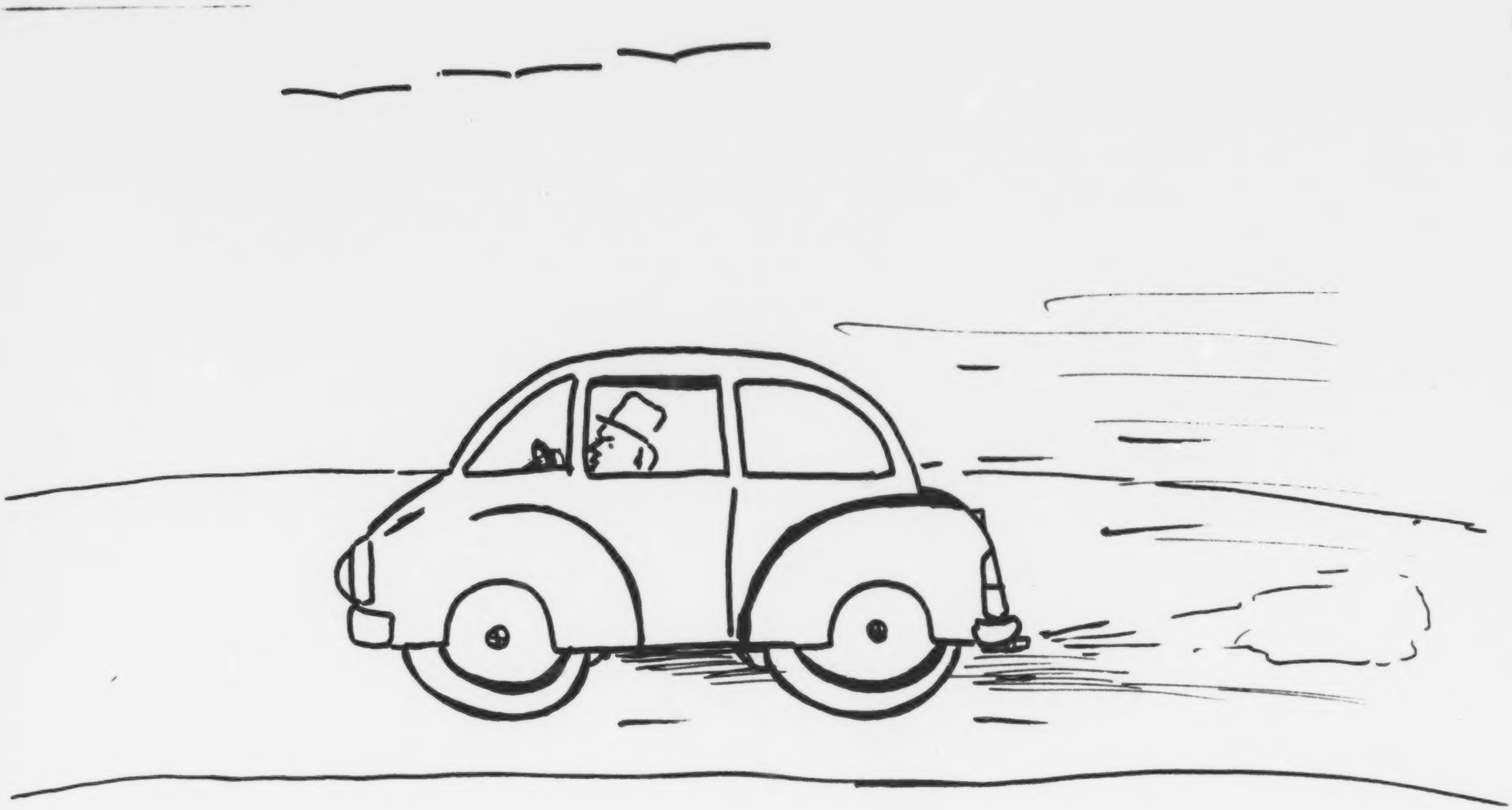

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LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use comparison in a discussion
Teaching Point	Grammar: N (Dative) +වැඩිය +S(Direct)+Adj
Materials needed	Clue cards, pictures, realia, maps of US and SL

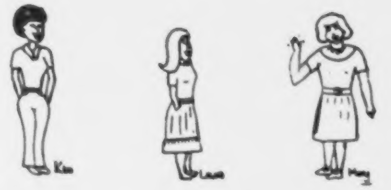
PROCEDURE

1. **Warm up/Review:** **5 mins**

   Review the adjectives using pictures.

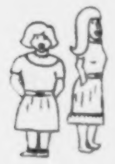
2. **Presentation:** **20 mins**

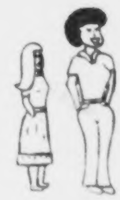
   Present through realia, pictures and map.

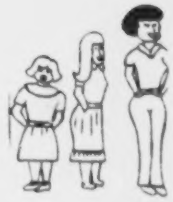


කිම් උසයි. ලෝරා උසයි. මේරි උසයි

ලෝරාට වැඩිය කිම් උසයි.
මේරිට වැඩිය ලෝරා උසයි.
ලෝරාටයි මේරිටයි වැඩිය කිම් උසයි.







Get more examples and elicit the grammar rule from the students.

3. Practice:

Listening - 10 mins

1. Give two versions of comparison of one state or fact and ask the students to select the correct one.

Tr: A: නුවරට වැඩිය කොළඹ උෂ්ණයි.
B: කොළඹට වැඩිය නුවර උෂ්ණයි

Ss: B

Listening & Speaking - 10 mins

1. Give two statements of condition or fact. Students compare.

Tr: කොළඹ temperature 32c. නුවර emperature 27c.

Ss: නුවරට වැඩිය කොළඹ රස්නෙයි.

Speaking - 10 mins

1. Provide each student with 2 pictures for them to compare.
2. Provide clue cards. In pairs, students compare and make statements.

ලංකාව/ඇමෙරිකාව ලංකාවේ කෑම/ඇමරිකාවේ කෑම සිංහල/ඉංග්‍රීසි etc.

4. Application (use): 15 mins

Students are asked to compare their town with the town where the training is held.

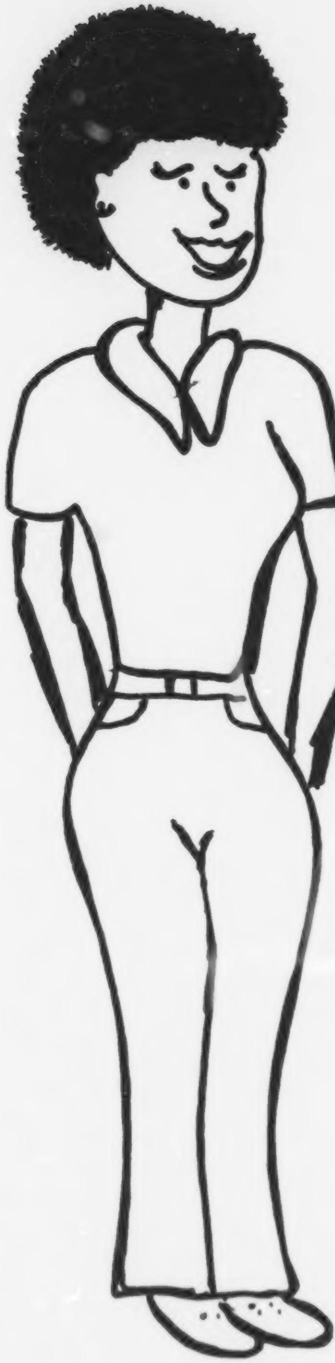
- climate
- people
- food
- beauty
- size
- roads & other facilities

5. Assessment (Task): 10 mins

Creat a discussion on universities in the US. (if possible) Students discuss using comparisons.

6. Contingency Plan:

7. Comments/Self Evaluation



Kim

GRAMMAR NOTE

The Comparative form - වැඩියෙ

වැඩියෙ may equate with English 'more than'. The lesser of the two things compared precedes වැඩියෙ and is in the dative case.

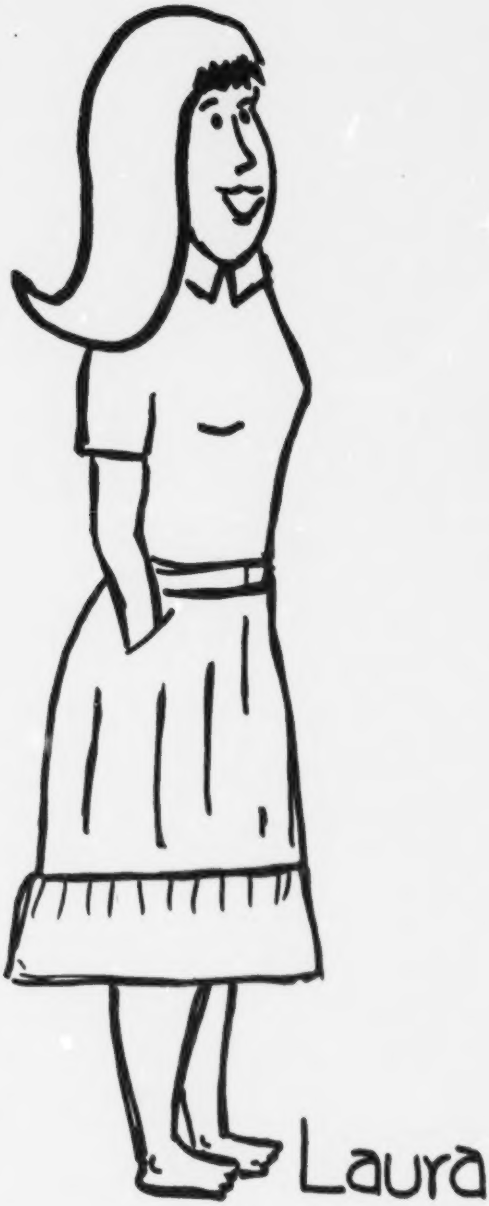
මම කොළඹට වැඩිය නුවරට කැමතියි — I like Kandy more than Colombo

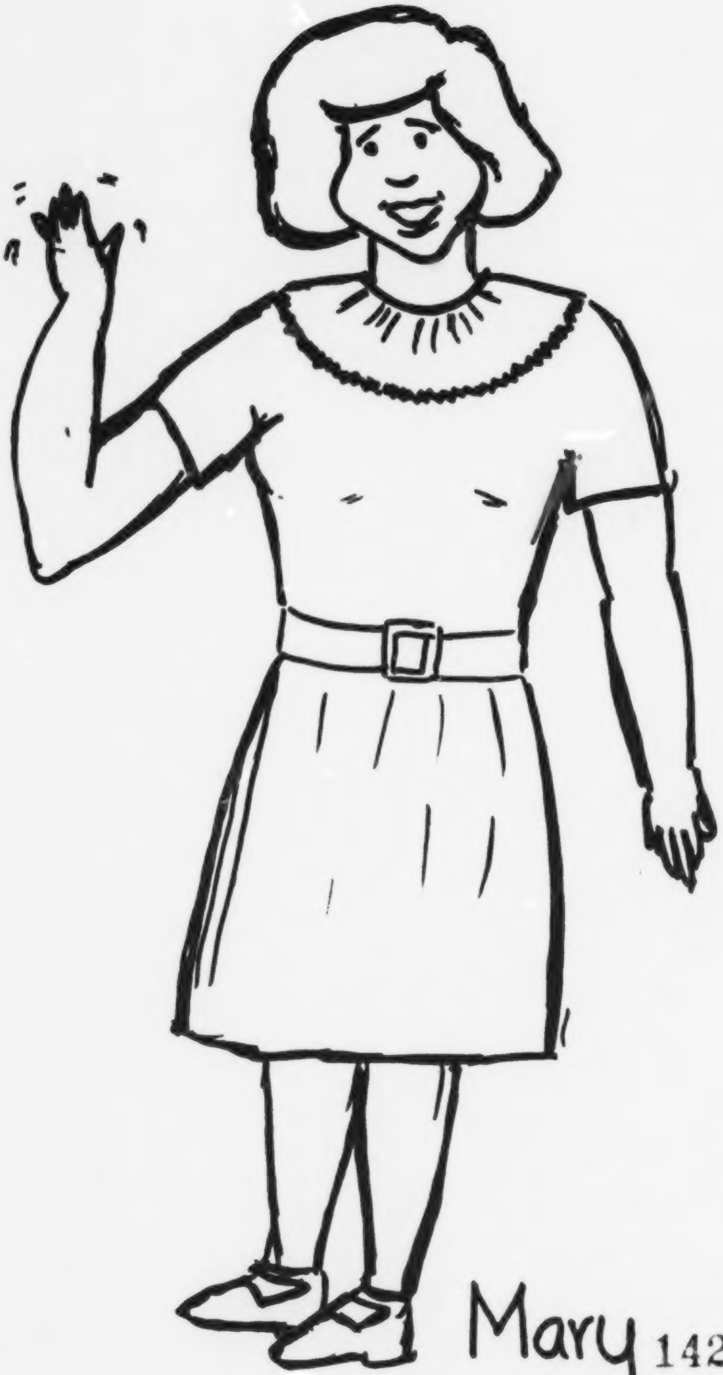
This may also equate with '--er than' in English comparative adjective constructións. In an expression such as 'bigger than X', the Sinhala equivalent of X will be in the dative case.

කළුතරට වැඩියෙ කොළඹ ලොකුයි — Colombo is bigger than Kalutara.

As in English, the item with which something is being compared may be left unexpressed where context maked it clear.

මේ පොත වැඩියෙ හොඳයි — This book is better.


Laura



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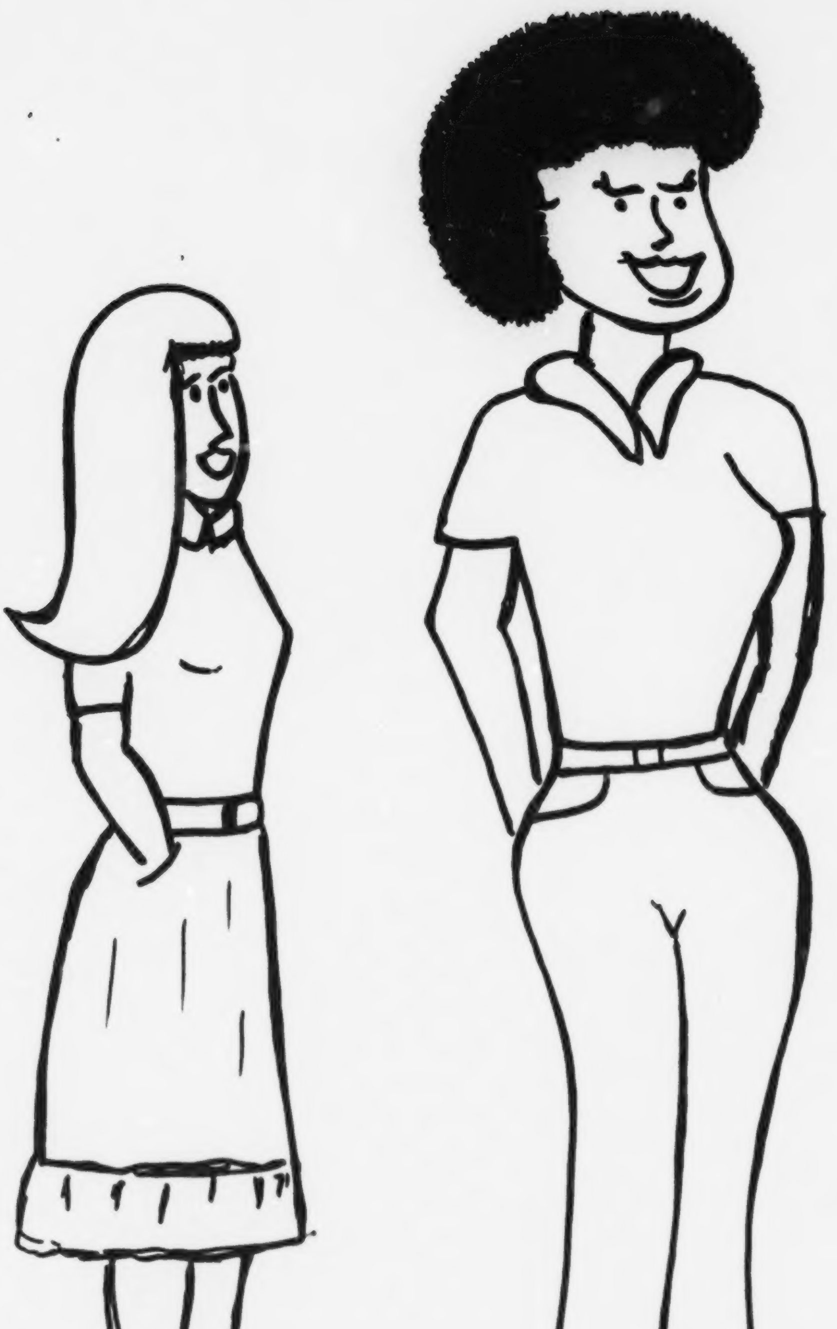

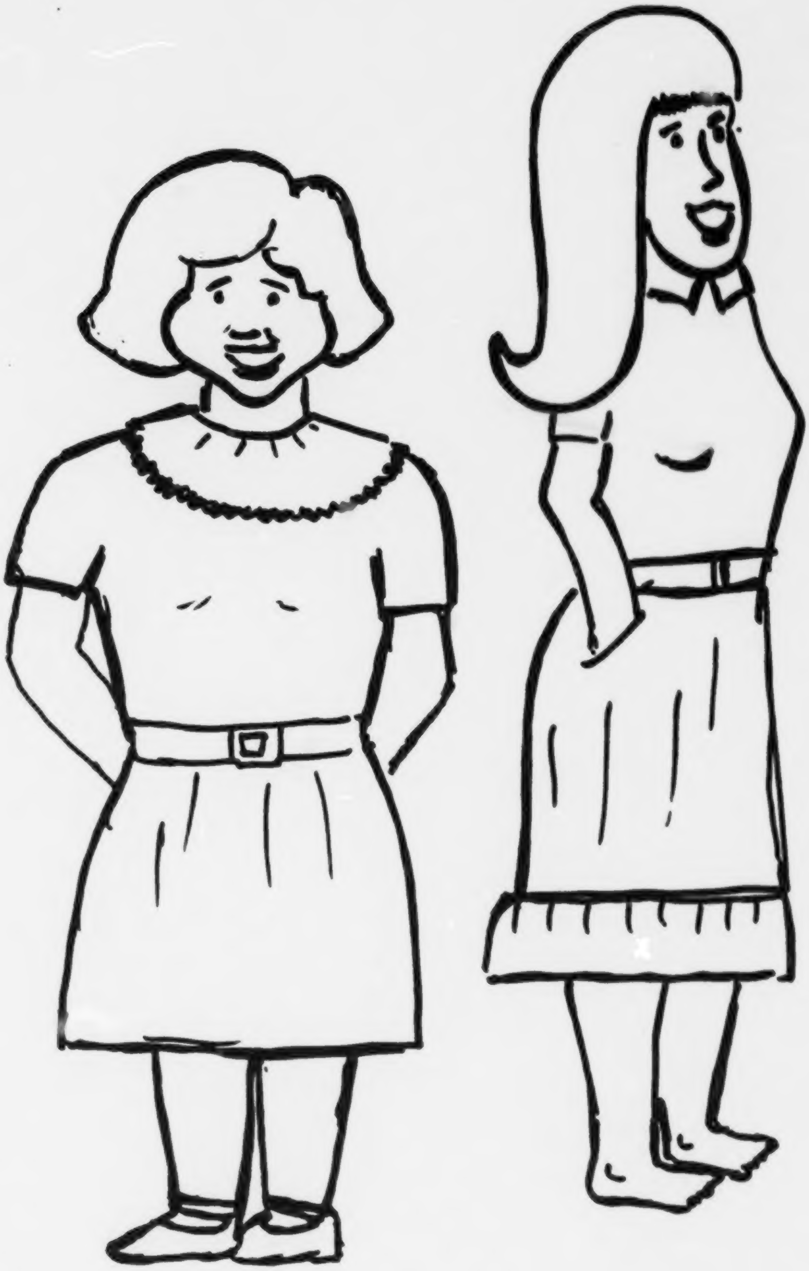

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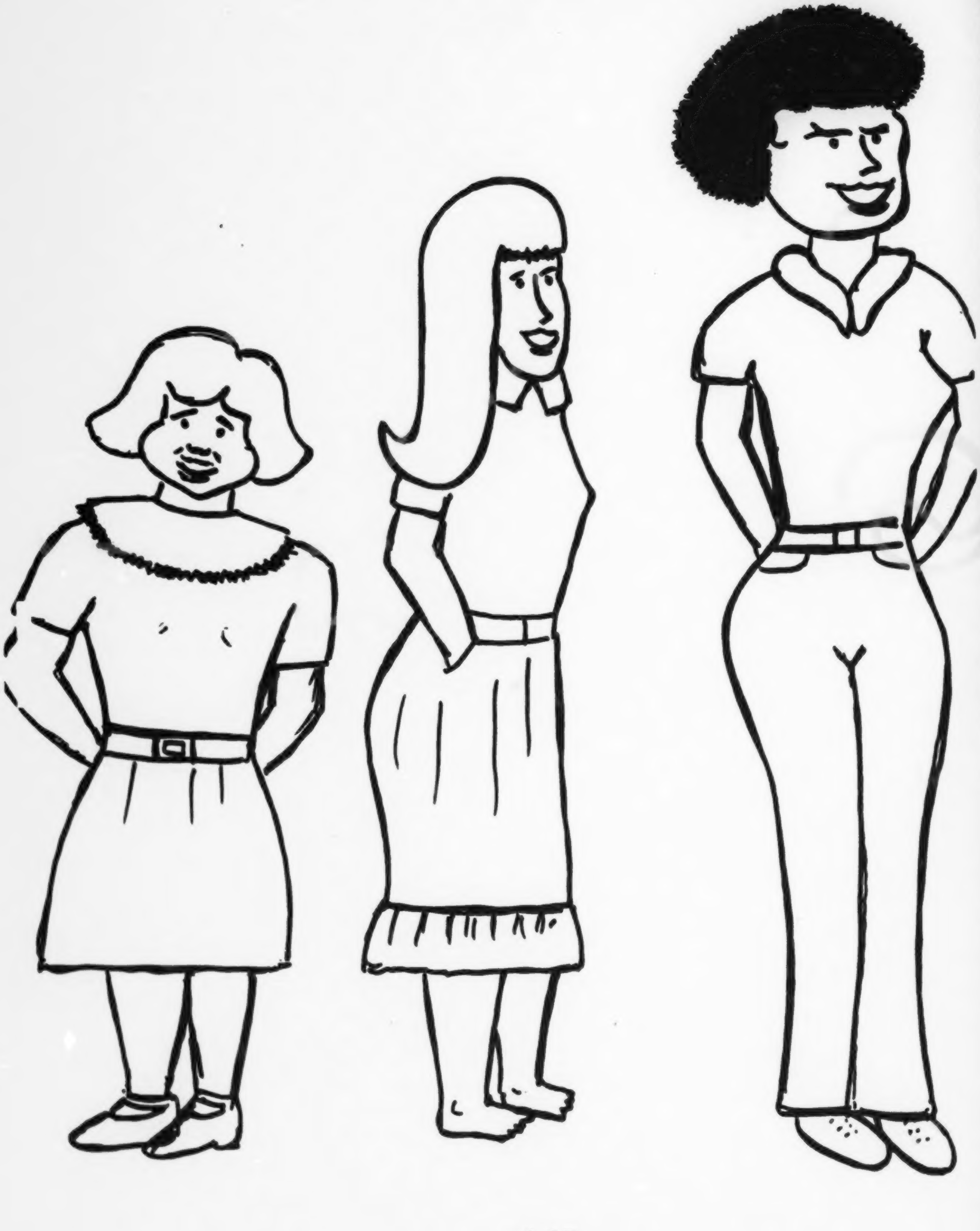

LESSON PLAN III

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play.
Teaching Point	**Dialogue**
Materials needed	Reading clozes

PROCEDURE

1. Warm up/Review:

2. Presentation:

10 mins

Present the dialogue with blanks and ask the students to come up with appropriate questions to complete the dialogue.

A: ______ ____________?

B: **ඔව්. ගාල්ල ලස්සනයි.**

A: __________ ________ __________ __________?

B: **ඔව්. කොළඹට වැඩිය ගාල්ල ලස්සනයි.**

Students work individually to fill the gaps and compare with their partner. Finally, check answers by asking each pair to present their version to the whole group.

3. Practice:

Listening - **5 mins**

1. Read the correct version of the dialogue several times with correct intonation patterns.

Listening & Speaking - **5 mins**

1. Take roles and practice the dialogue with the students.

Speaking - **10 mins**

1. Get the students to practice the dialogue in pairs.
2. Substitute other names and do substitution drill.

4. Application (use): **15 mins**

Role Play:	Roles:	PCT-Host Sister
	Situation:	At the host family
	Purpose:	Host sister asks questions on PCTs country and town PCT answers.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

B

Topic II: Host Family

Competencies		Page
(1)	To make introductions:	
	Dialogue I	01-08
(2)	To identify family relationships:	
	Dialogue I	09-13
(3)	To describe and answer questions about one's family:	
	Dialogue I	14-25
	Dialogue II	26-30

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Host Family

Competency : To make introductions

Situation : With homestay people

Dialogue I

Roles: PCT/Host Mother/PCT's friend		**Functions**
ලෝරි	: අම්මේ, මේ මගෙ යාලුවෙක්..ජූලි. (Mother, this is my friend Julie) ජූලි, මේ මගෙ අම්මා (Julie, this is my mother)	- introducing others
ජූලි	: අඳුනගන්න ලැබුනට සන්තෝසයි. (Nice to meet you)	- socializing

Vocabulary

අම්මා තාත්තා අයියා අක්කා නංගි මල්ලි

Grammar

Adjectives (emotional): සන්තෝසයි දුකයි බඩගිනියි තිබහයි නිදිමතයි මහන්සියි ලේසියි අමාරුයි අසනීපයි ලැජ්ජයි

S(Dative) + Adjective

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LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to describe their families using the new words
Teaching Point	Vocabulary: අම්මා තාත්තා අයියා අක්කා නංගි මල්ලි දුව පුතා නැන්ද මාමා ආච්චි සීයා
Materials needed	A family tree chart, listening grids, paper for drawing, picture cards

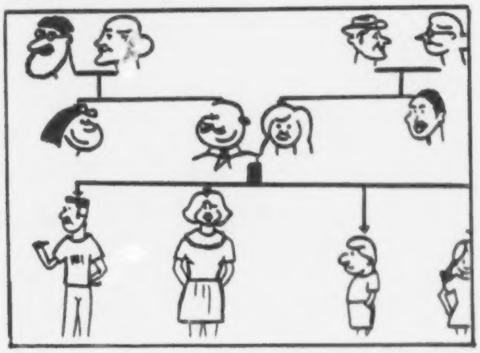
Procedure

1. **Warm up/Review:** **5 mins**

Ask the students about their host families and get familiar with their host families.

2. **Presentation:** **10 mins**

Present the vocabulary items through a family tree.



Read the words several times.

3. **Practice:**

Listening - **10 mins**

1. Give them a chart with the vocabulary items written. Ask the students to mark how many times each word was said when you read the words several times in random order.

අම්මා	තාත්තා	අයියා	අක්කා	නංගි	මල්ලි	දුව	පුතා	නැන්ද	මාමා	ආච්චි	සීයා

Listening & Speaking - **10 mins**

1. Read out the relationships and ask the students to repeat.
2. Read out the names from the family tree and get the students to say the relavant relationship.

Speaking - **10 mins**

1. Point to the family tree and ask the students to say the relationship.
2. Draw some pictures of the above on cards and distribute them among the students and ask them to keep them faced down. Get them to say the word after looking once. Continue to this as a chain drill.

Student 1: අයියා
Student 2: අයියා නංගී
Student 3: අයියා නංගී තාත්තා

4. Application (use): **15 mins**

Get the students to draw their family and describe it. If they have got photographs ask them to use it.

Student: මේ මගෙ අම්මා. එයාගේ නම මේරි. එයා [illegible] ඉන්නවා etc.

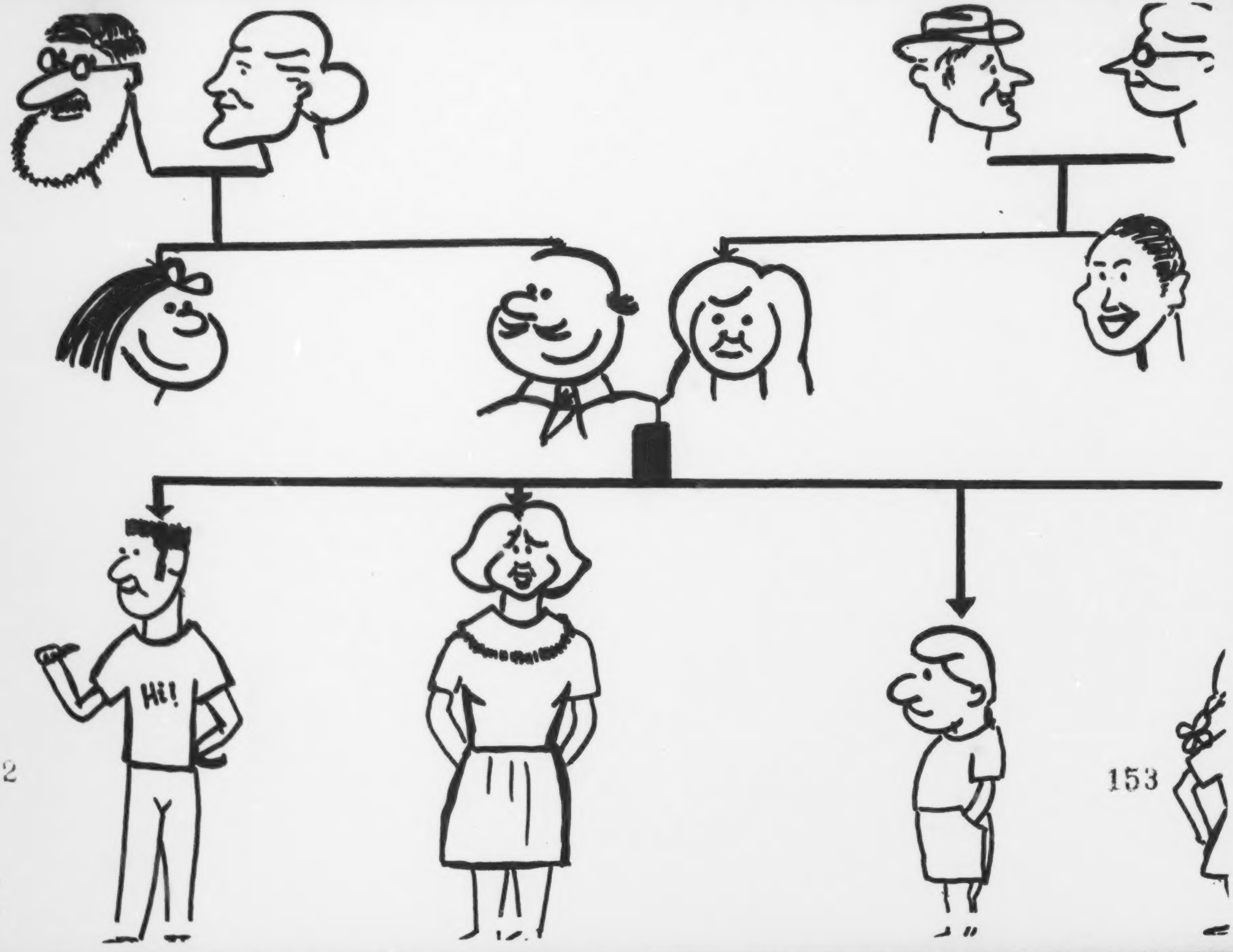
5. Assessment (Task):

Ask the students to bring a host family photograph to describe it next day.

6. Contingency Plan:

Do a concentration Game

7. Comments/Self Evaluation



3-A

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the adjectives in a Role Play exercise
Teaching Point	Grammar: Adjectives (emotional): සන්තෝසයි දුකයි බඩගිනියි තිබහයි නිදිමතයි මහන්සියි ලේසියි අමාරුයි අසනීපයි ලැජ්ජයි S(Dative) + Adjective
Materials needed	Picture cards, Role play cards

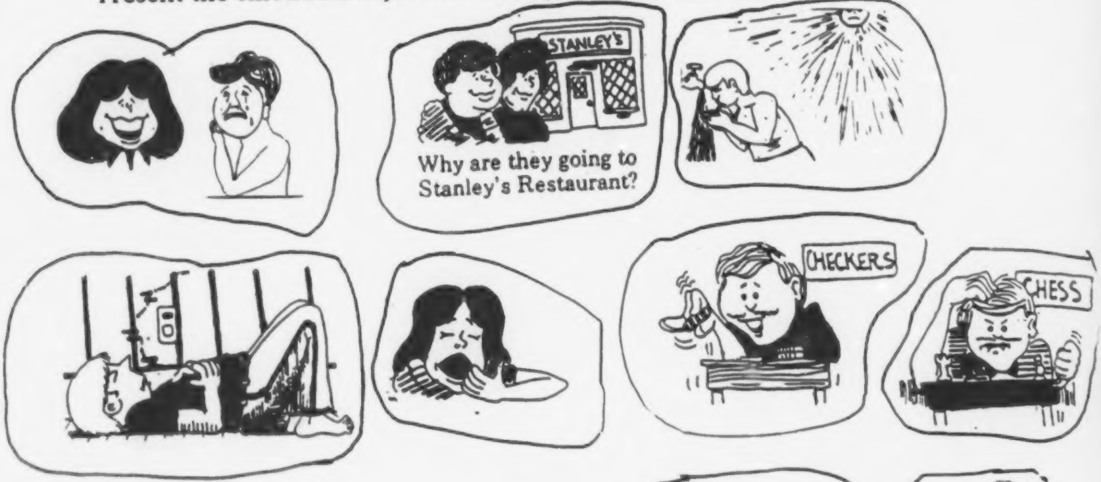
Procedure

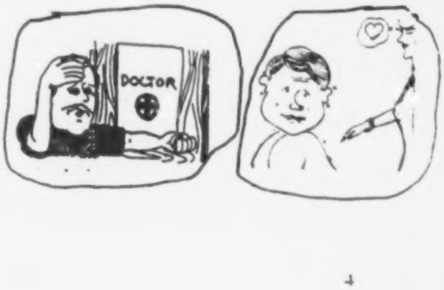
1. **Warm up/Review:** **5 mins**

    Review adjectives

2. **Presentation:** **10 mins**

    Present the emotional adjectives through picture cards and TPR.


STANLEY'S
Why are they going to Stanley's Restaurant?
CHECKERS
CHESS



Present the Grammar Sturucture as well.

S(Dative) + Emotional Adjective

Topic: Host Family

3. Practice:

Listening - **10 mins**

1. Check understanding through a MC Questionnaire.

Tr: එයා ගොඩක් කනවා. එයාට
a. තිබහයි
b. බඩගිනියි
c. මහන්සියි

Listening & Speaking - **10 mins**

1. Convert the above activity into a L&S activity. When you say the first part of the sentence, student complete it using the adjectives. Use different examples for this activity (if possible.)

Tr: එයා බෙහෙත් බොනවා. එයාට Ss: අසනීපයි.

Speaking - **10 mins**

1. Guessing game.

   Write the adjectives on pieces of paper and distribute among the students. In pairs, students guess what the other person has.

2. One student says a related word and the other says the adjective.

4. Application (use): **10-15 mins**

Role Play:	Roles:	PCT-Host mother
	Situation:	Host family
	Function:	The PCT is not feeling well. Mother inquires and the PCT responds.

5. Assessment (Task):

You could send the students to inquire emotional states if you have got someone sick at the training site.

6. Contingency Plan:

Side by Side Book 1 page 68

7. Comments/Self Evaluation

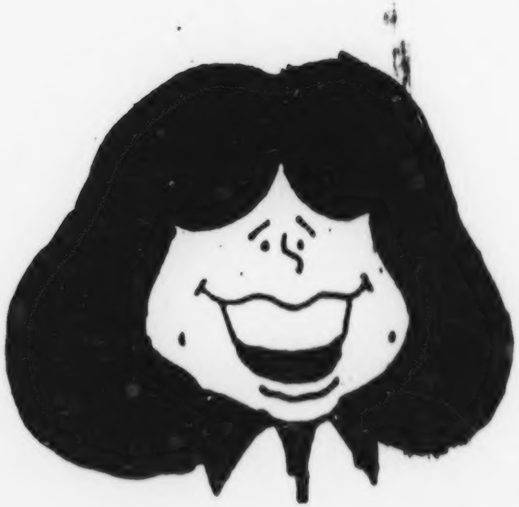
GRAMMAR NOTE

Emotional Adjectives:

Adjectives which denote temporary physical or emotional states are used in the same way as the normal adjectives. However, the Subject here takes the Dative case.

මට මහන්සියි	I am tired.
එයාට මහන්සිද?	Is he tired?
එයාට මහන්සි නෑ	He is not tired.

6-4



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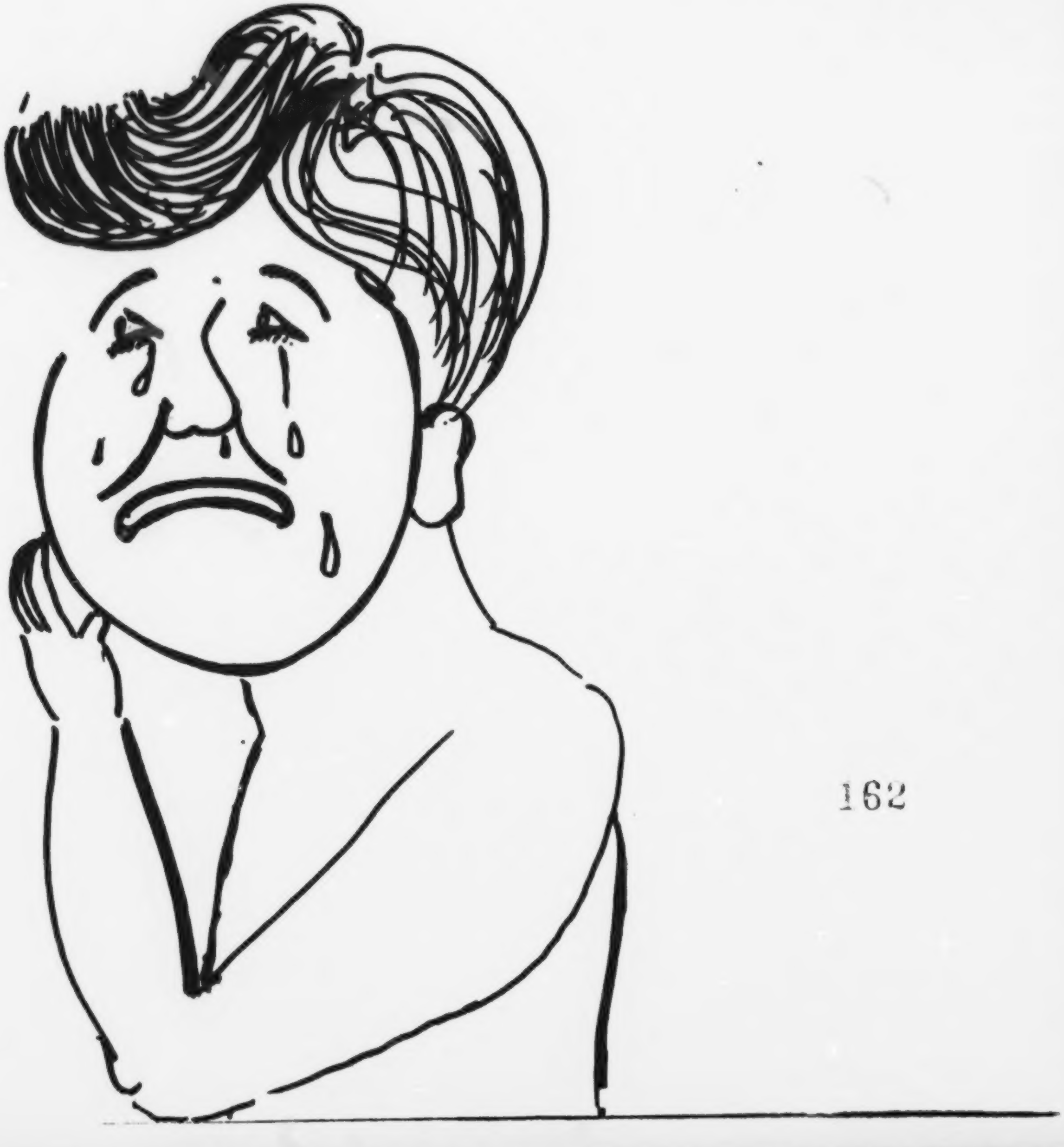

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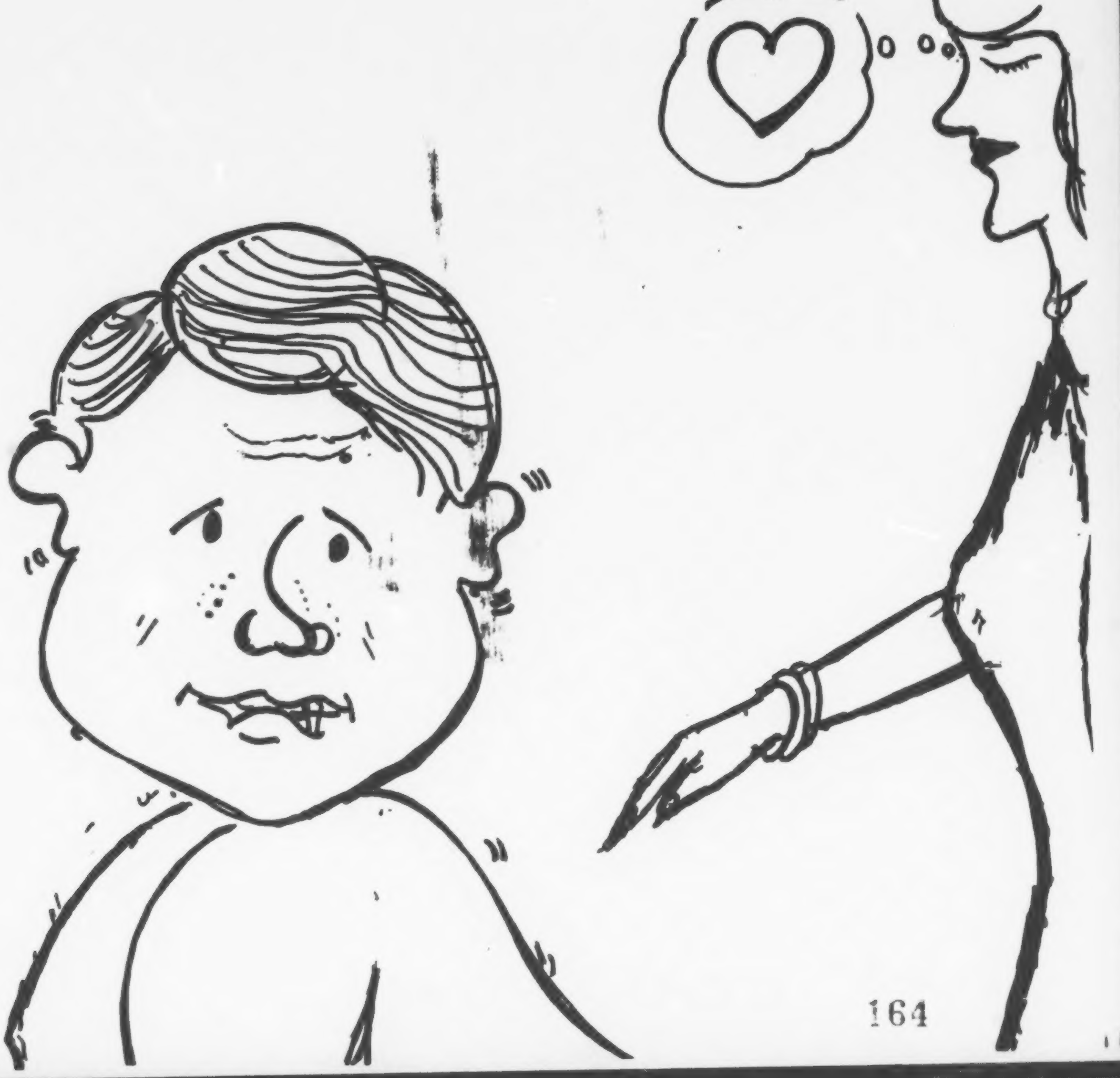
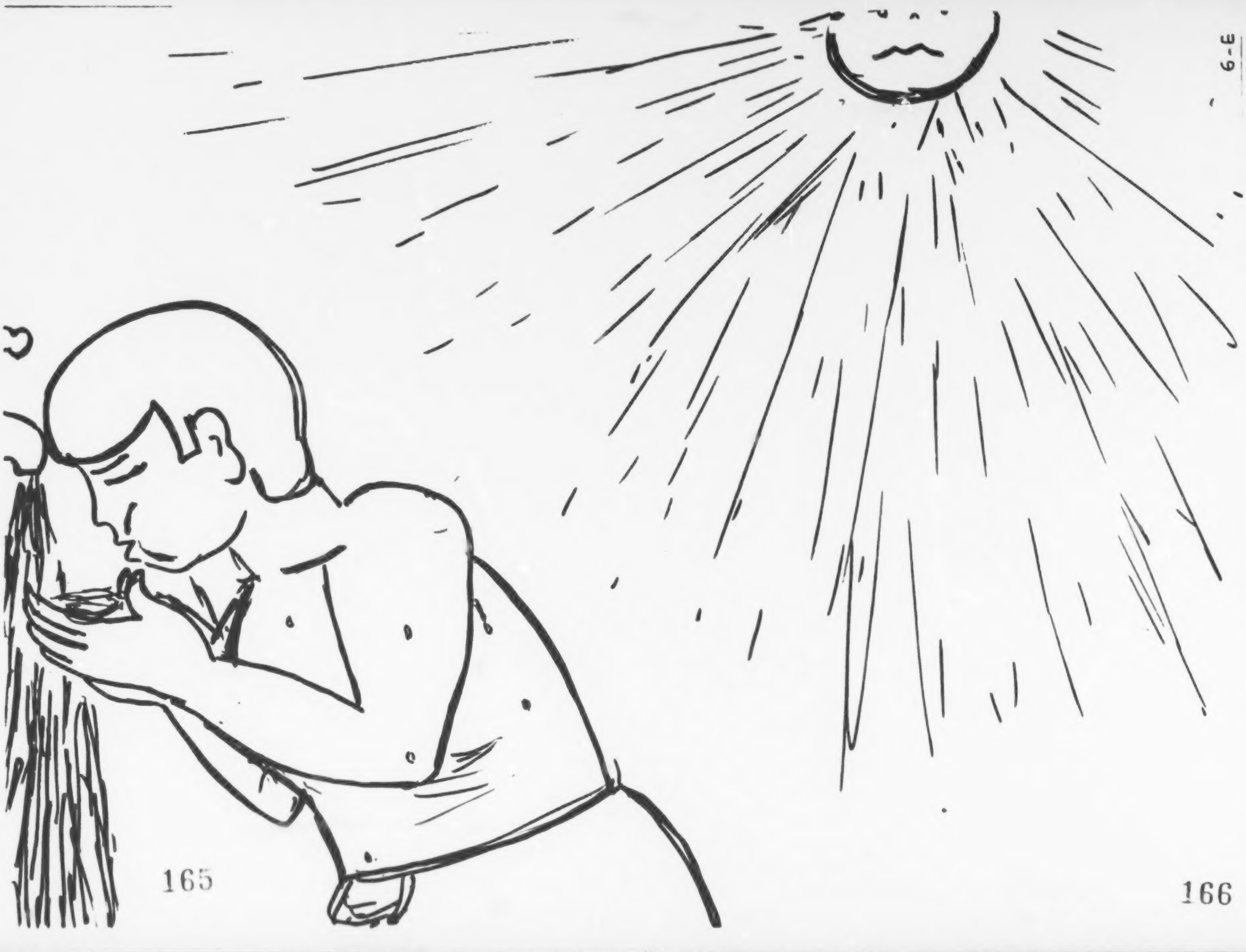
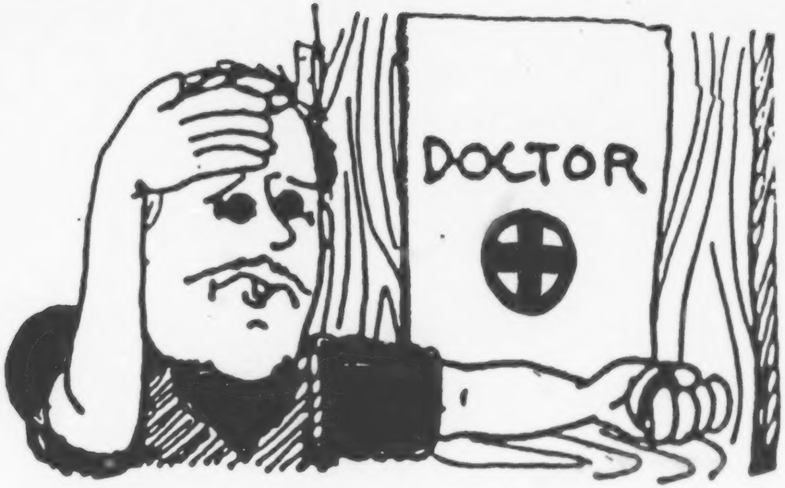
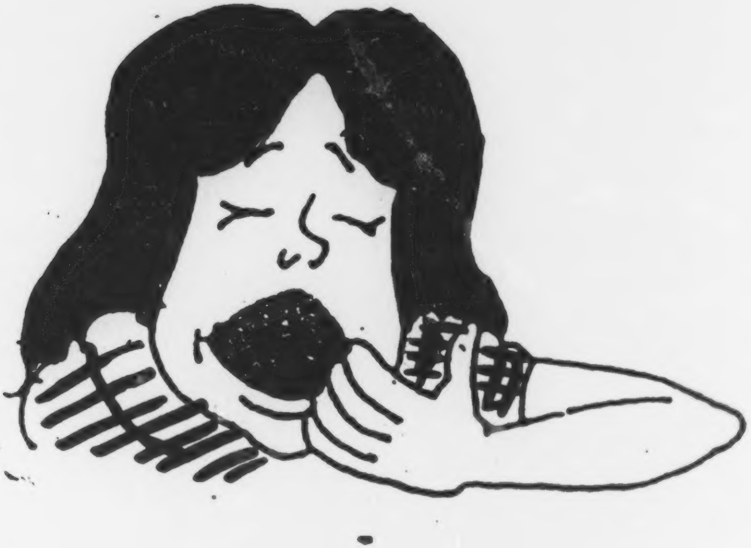
6-C



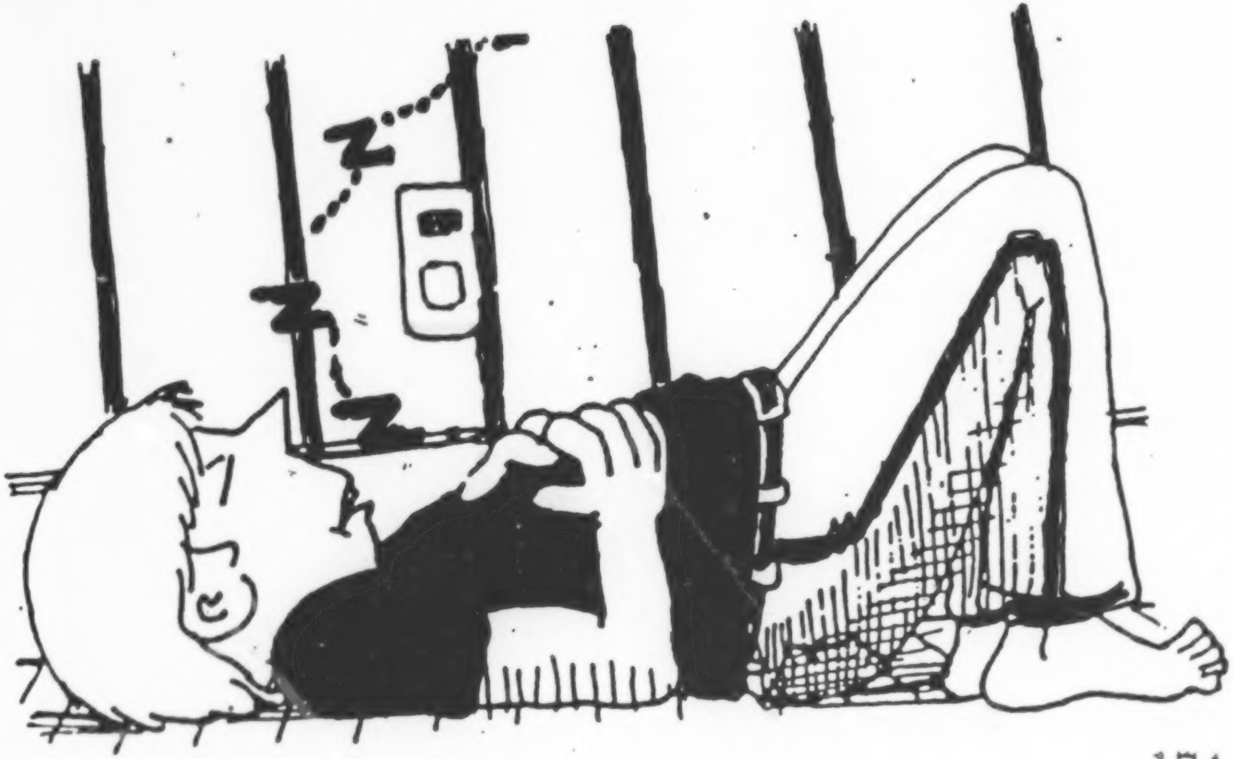

6-E


DOCTOR



6-9

CHECKERS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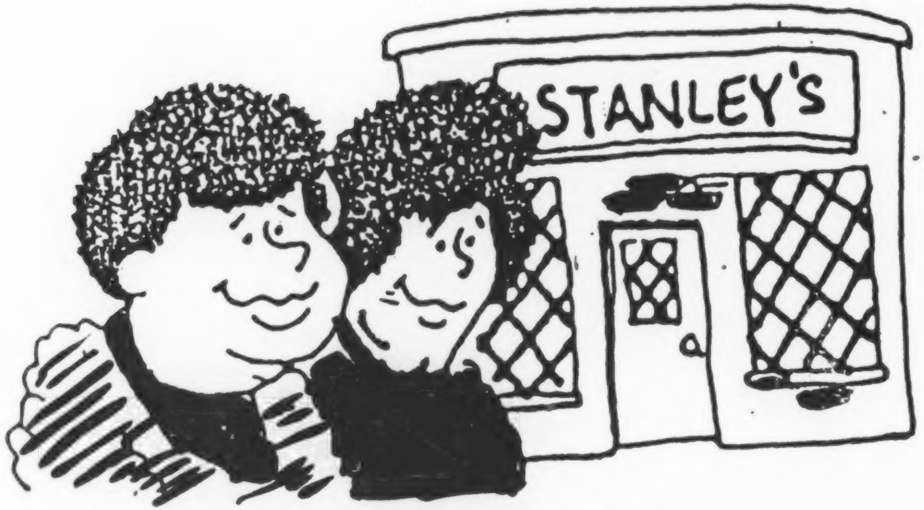
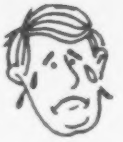
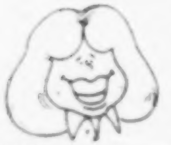


Why are they going to
Stanley's Restaurant?

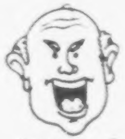


Why Are You Crying?

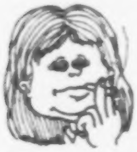
I'm crying because I'm sad.
I ALWAYS cry when I'm sad.



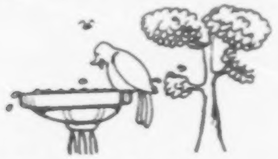
1. Why are you smiling?
____________ happy.
I ALWAYS ____________.



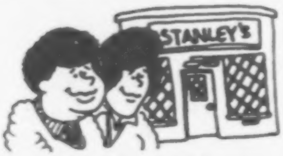
2. Why is he shouting?
____________ angry.
He ALWAYS ____________.



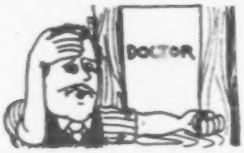
3. Why is she smoking?
____________ nervous.
She ALWAYS ____________.



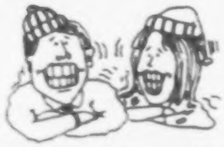
4. Why is it drinking?
____________ thirsty.
It ALWAYS ____________.



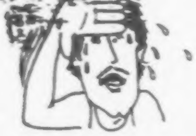
5. Why are they going to Stanley's Restaurant?
____________ hungry.
They ALWAYS ____________.



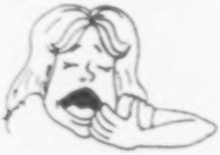
6. Why is he going to the doctor?
____________ sick.
He ALWAYS ____________.



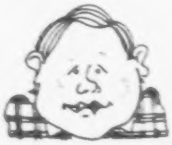
7. Why are they shivering?
____________ cold.
They ALWAYS ____________.



8. Why are you perspiring?
____________ hot.
I ALWAYS ____________.



9. Why is she yawning?
____________ tired.
She ALWAYS ____________.



10. Why is he blushing?
____________ embarrassed.
He ALWAYS ____________.

LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to introduce themselves and others
Teaching Point	Dialogue
Materials needed	a puppet, MCQ charts, realia

Procedure

1. **Warm up/Review:**

2. **Presentation:** **10 mins**

   Present the dialogue through a picture dialogue and read the dialogue taking both roles with the help of a puppet.

3. **Practice:**

   Listening - **10 mins**

   1. Read the sentences in wrong order and asks the students to identify the correct order in a MCQ chart. (or get them to listen and identify the correct sentence)

   Tr: a) මේ අම්මා මගේ ජූලී
   b) අම්මා මේ මගෙ ජූලී
   c) ජූලී මේ මගෙ අම්මා

   Ss: c.

   Listening & Speaking - **10 mins**

   1. Read out the dialogue and ask the students to repeat with correct intonation patterns and pronunciation.

   2. Take one role and practice the dialogue.

   Speaking - **5 mins**

   1. Ask the students to practice the dialogue in pairs

Topic: Host Family

4. Application (use): **10 mins**

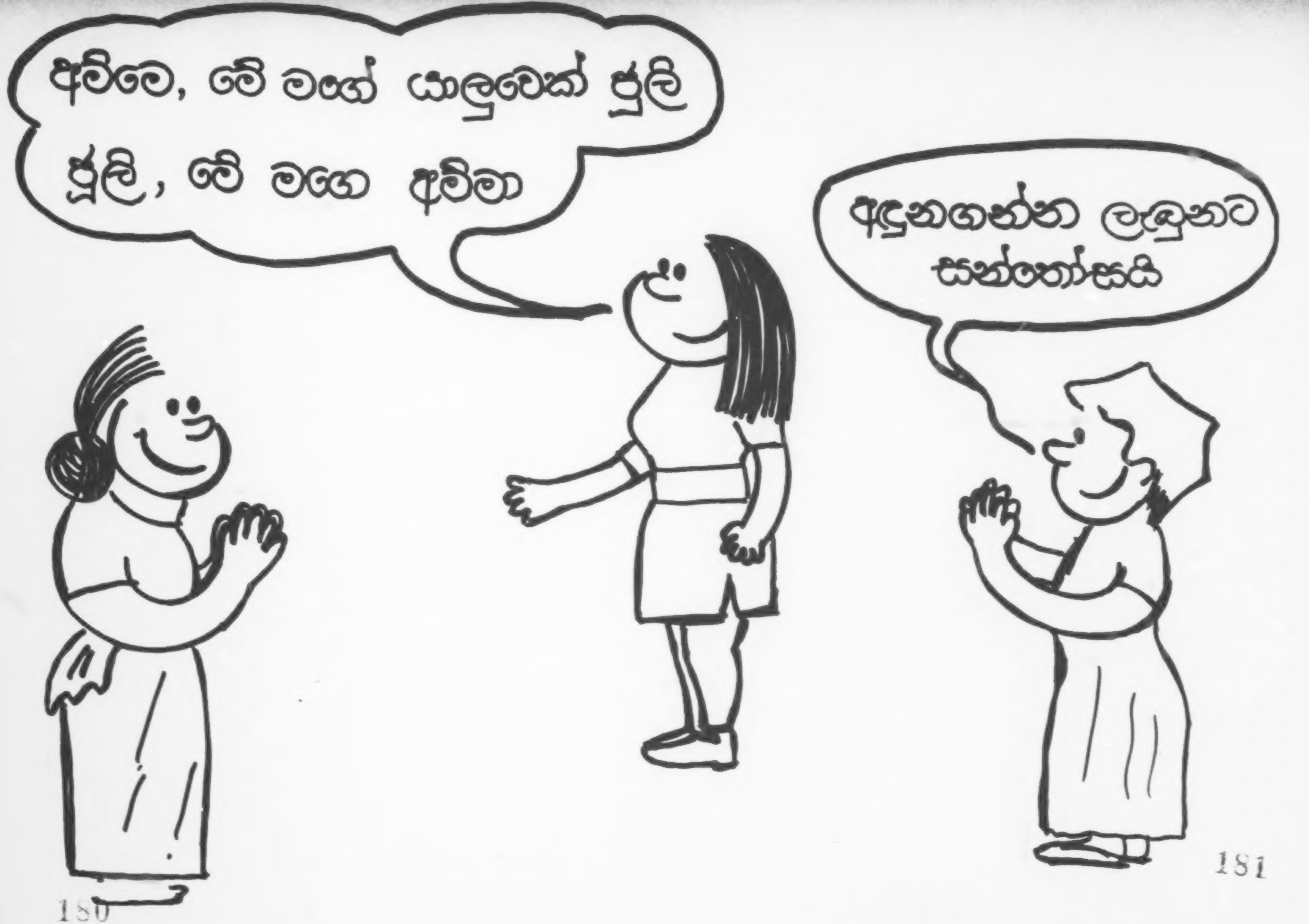
Ask the students to come forward and introduce themselves and others.

5. Assessment (Task): **10 mins**

Bring a Sri Lankan to the classroom and ask the students to introduce themselves.

6. Contingency Plan:

7. Comments/Self Evaluation


අම්මෙ, මේ මංගේ යාලුවෙක් ජූලි ජූලි, මේ මගෙ අම්මා
අඳුනගන්න ලැබුනට සන්තෝසයි
180
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Host Family

Competency : To identify family relationships

Situation : With homestay people

Dialogue

Roles: PCT/Host Mother		Functions
ජෝවි	: මේ කවුද? (Who is this?)	- inquiring
අම්මා	: ඒ මගෙ දුව. එයා කසාද බැඳලා. (That is my daughter. She is married.)	- giving information
ජෝවි	: ඉන්නෙ කොහෙද? (Where does she live?)	- inquiring
අම්මා	: කොළඹ. (In Clombo)	- giving information

Vocabulary

more family members: දුව පුතා නැන්ද මාමා ආච්චි සීයා

Grammar

Locatives:	මේ	ඒ	අර	ඔය
	මෙතන	එතන	අතන	ඔතන

LESSON PLAN I

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to describe items in various locations
Teaching Point	Grammar: Locatives මේ ඒ අර ඔය මෙතන එතන අතන ඔතන
Materials needed	realia

Procedure

1. Warm up/Review:

2. Presentation:

15 mins

Present the locative adjectives through TPR and realia.

Place four units of the same item in the 4 locations (මේ. ඒ.අර. ඔය) and describe.

Introduce the meanings of මෙතන. එතන. අතන. ඔතන

3. Practice:

10 mins

Listening -

1. Give the items to the students and when you say the location ask them to place the item in the correct location.

10 mins

Listening & Speaking -

1. Use classroom items and make incomplete locative descriptions. Students complete using locative words.

Tr: board උඩ   Ss: ඔතන
Tr: පහළ   Ss: මෙතන

10 mins

Speaking -

Students describe items in various locations of the classroom.

10

Topic: Host Family

4. **Application (Use):**

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

GRAMMAR NOTE

Locatives:

In Sinhala there is set of words which denotes the location of nouns/places etc.

මෙතන	Here by the speaker
ඔතන	There by the speaker
අතන	There within sight of both speaker and listener
එතන	The place out of sight or the one referred to earlier

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LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the language in a Role Play
Teaching Point	Dialogue
Materials needed	Photograph of a famous personality

Procedure

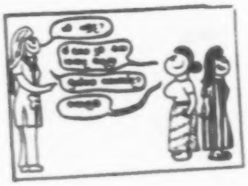
1. Warm up/Review:

2. Presentation:

15 mins

Get a picture of a famous personality and asks ඒ කවුද? and say එයා ....

Then take a photograph of one of your friends and introduce saying මේ මගේ යාළුවෙක්.



Present the dialogue using a picture.

3. Practice:

Listening - **5 mins**

1. Read the dialogue with wrong words. Ask the students to identify the wrong words.

Listening & Speaking - **10 mins**

Introduce මගේ පවුල through a picture.

1. Take one role and practice the dialogue.

Speaking - **10 mins**

1. Get the students to practice the dialogue in pairs.

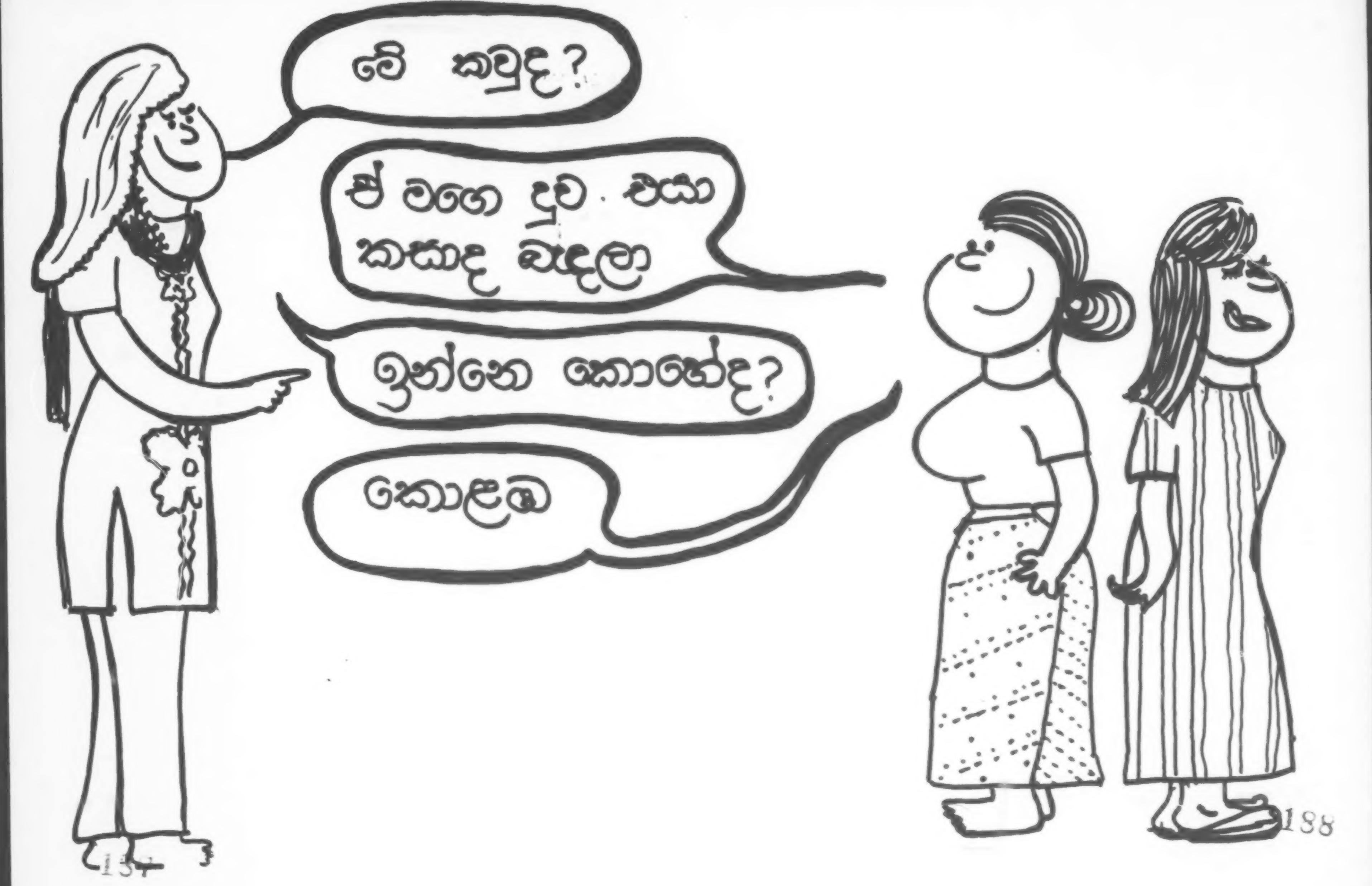
4. Application (use): **15 mins**

Role Play:

Roles: PCT-Host mother
Situation: In a Sri Lankan home
Function: The PCT is being introduced to all the members of the family.

5. Contingency Plan:

7. Comments/Self Evaluation


මේ කවුද?
ඒ මගෙ දුව. එයා කසාද බැඳලා
ඉන්නෙ කොහේද?
කොළඹ
157
188

Host Family

Competency : To describe and answer questions about one's family

Situation : With homestay people

Dialogue I

Roles: PCT/Host Mother		Functions
අම්මා	: ඔයාට සහෝදර සහෝදරියෝ ඉන්නවද? (Do you have brothers and sisters?)	- inquiring
ජෝව්	: ඔව්. (Yes)	- giving information
අම්මා	: කී දෙනෙක් ඉන්නවද? (How many ?)	- inquiring
ජෝව්	: අයියා කෙනෙකුයි නංගිලා දෙන්නෙකුයි ඉන්නවා. (One brother and two younger sisters)	- giving information

Grammar

Joining Nouns (AND)

S(Dative) + O + ඉන්නවා
Question words කී දෙනෙක් (ඉන්නවද?)

S(Dative) + O + තියෙනවා
කීයක් (තියෙනවද?)

Joining Verbs (past paticiple)

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use combinations in a role play
Teaching Point	Grammar: joining Nouns (AND)
Materials needed	MCQ charts, Newsprint with examples

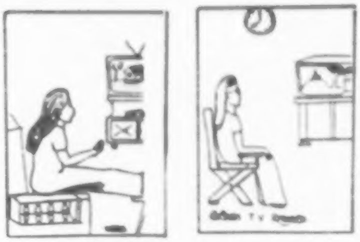
Procedure

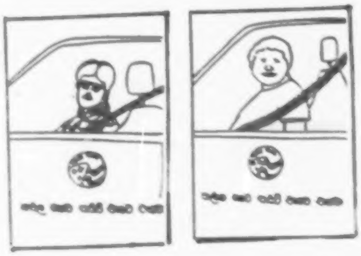
1. **Warm up/Review:**

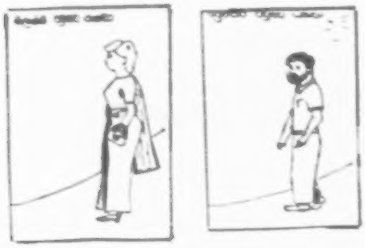
2. **Presentation:** **15 mins**

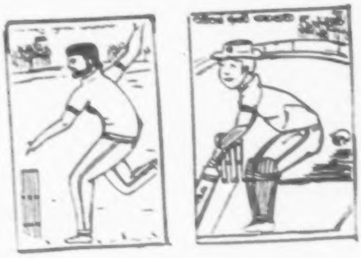
Present the concept through a picture dialogue

1. ශිරිකා ටී.වී. බලනවා. සුමිත්‍රා ටී.වී. බලනවා. ----- ශිරිකායි සුමිත්‍රායි ටී.වී. බලනවා.
2. කපිල හෙට සයිට් එකට එනවා. පාලිත හෙට සයිට් එකට එනවා ------- කපිලයි පාලිතයි හෙට සයිට් එකට එනවා.
3. සිලන්ති වටුමට යනවා. ප්‍රේමසිරි වටුමට යනවා. ------සිලන්තියි ප්‍රේමසිරියි වටුමට යනවා.
4. සොයෙල් ක්‍රිකට් ගහනවා. සම්පත් ක්‍රිකට් ගහනවා. ------ සොයෙලුයි සම්පතුයි ක්‍රිකට් ගහනවා.









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3. Practice:

Listening - **15 mins**

Give possible three pronunciation of words and ask the student to identify the correct one on a MCQ chart.

1.	බල්ලා	a) බල්ලුයි	b) බල්ලායි	c) බල්ලයි
2.	ගෙදර	a) ගෙදරුයි	b) ගෙදරයි	c) ගෙදරයි

Listening & Speaking - **10 mins**

1. Make wrong combinations and students correct.
2. Say several nouns and students combine.

Tr: කමල පාලිත Ss: කමලයි පාලිතයි

Speaking - **10 mins**

Distribute pictures of various items. Students practice combinations by a chain drill exercise

Student 1: අඹයා
Student2: අඹයයි [illegible]
Student 3: අඹයයි [illegible] [illegible]

4. Application (Use):

10 mins

Role Play:	Roles:	PCT-Waitor
	Situation:	At a restaurant
	Function:	Ordering food and drinks

5. Assessment (Task):

6. Contingency Plan:

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7. Comments/Self Evaluation

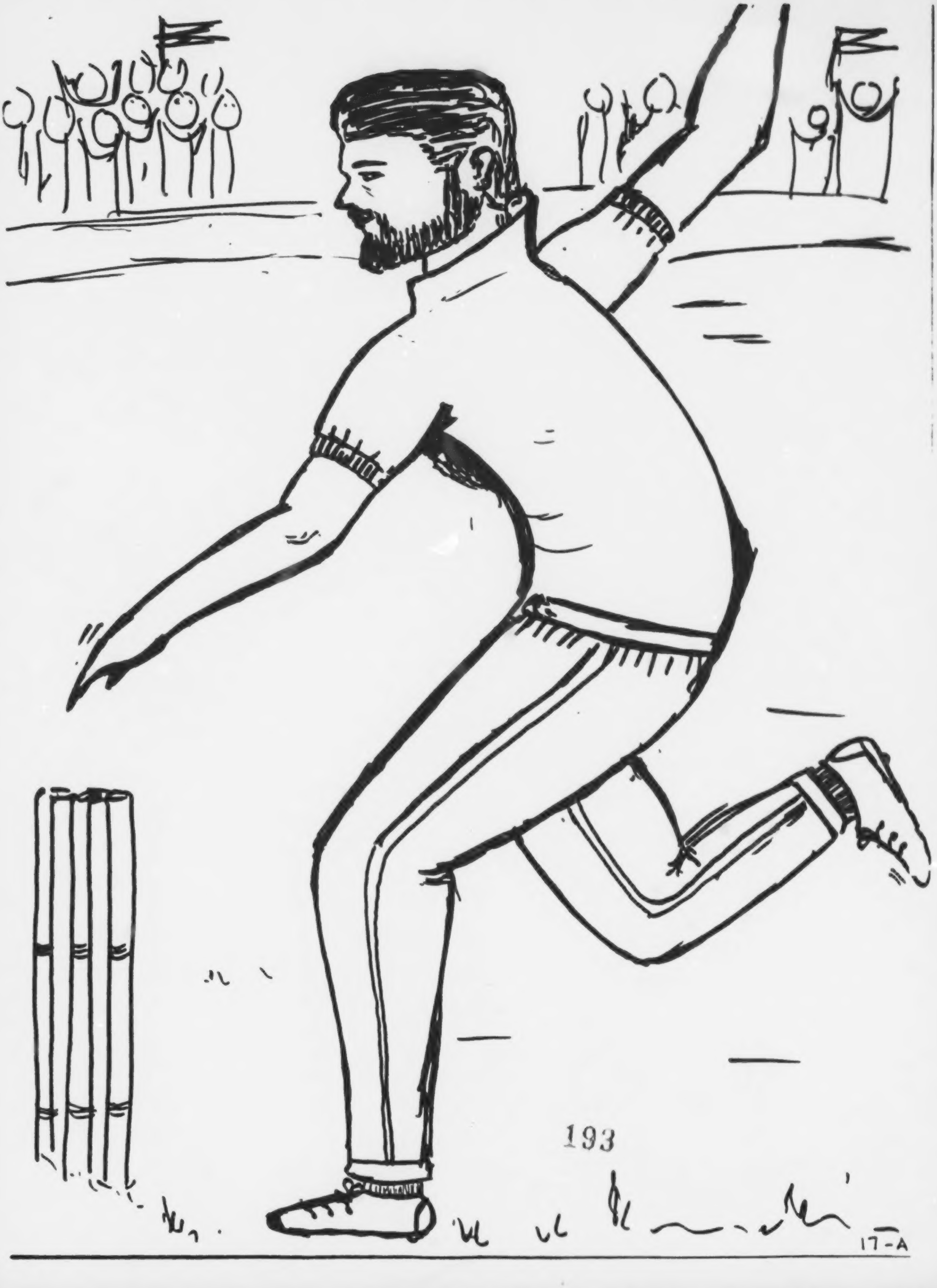
GRAMMAR NOTE

Joining Nouns:

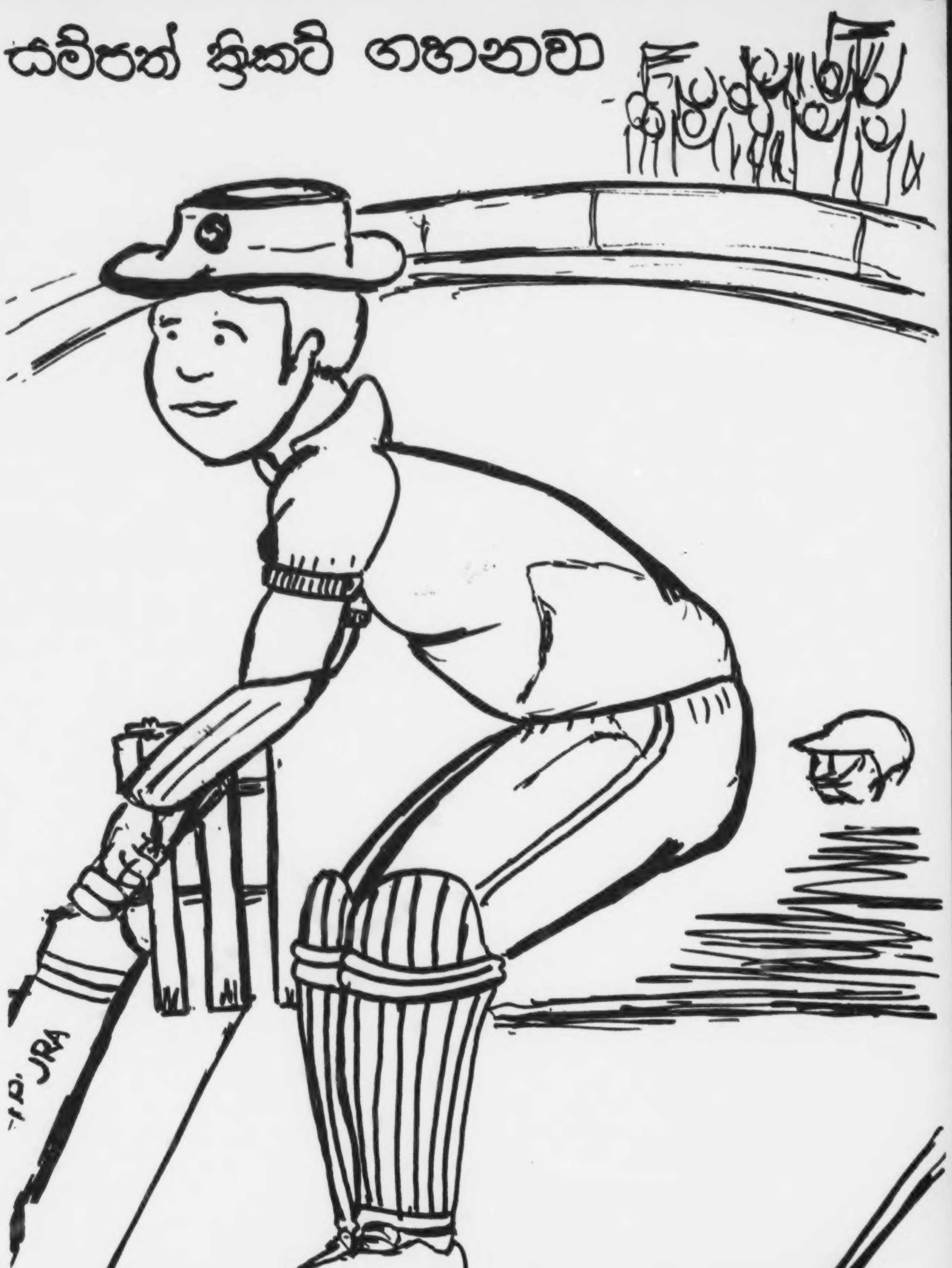
When a number of items are joined together, the particle - යි added to each of them with the following modifications:

When words end in vowels the long vowels are shortened and final sound of the word /ə/ changes to /a/ before යි is added. If a word ends in a consonant the particle is takes a /u/ sound before adding යි .

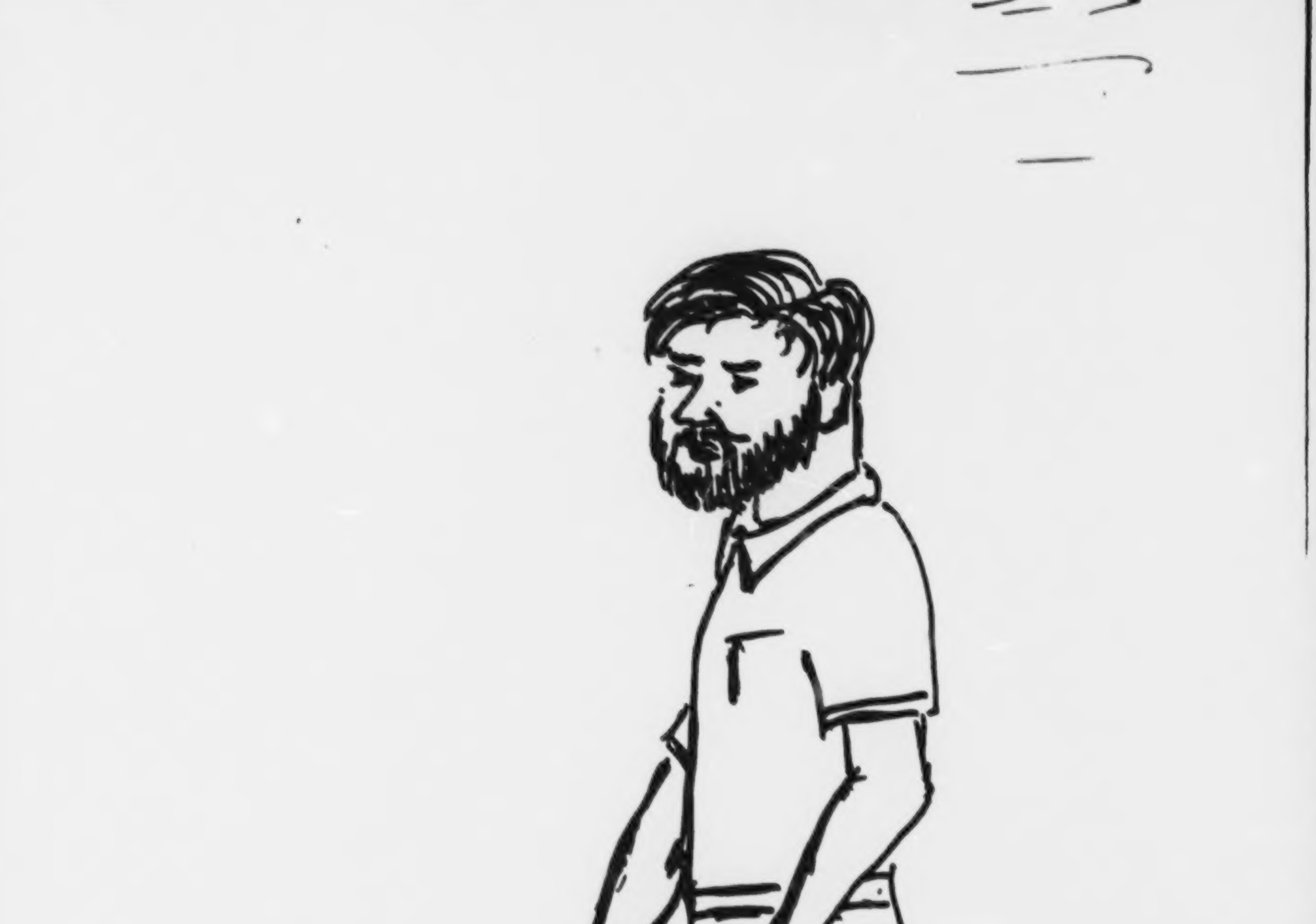
ජිමුයි මමයි	Jim and I
නුවරටයි ගාල්ලටයි	to Kandy and Galle


17-A

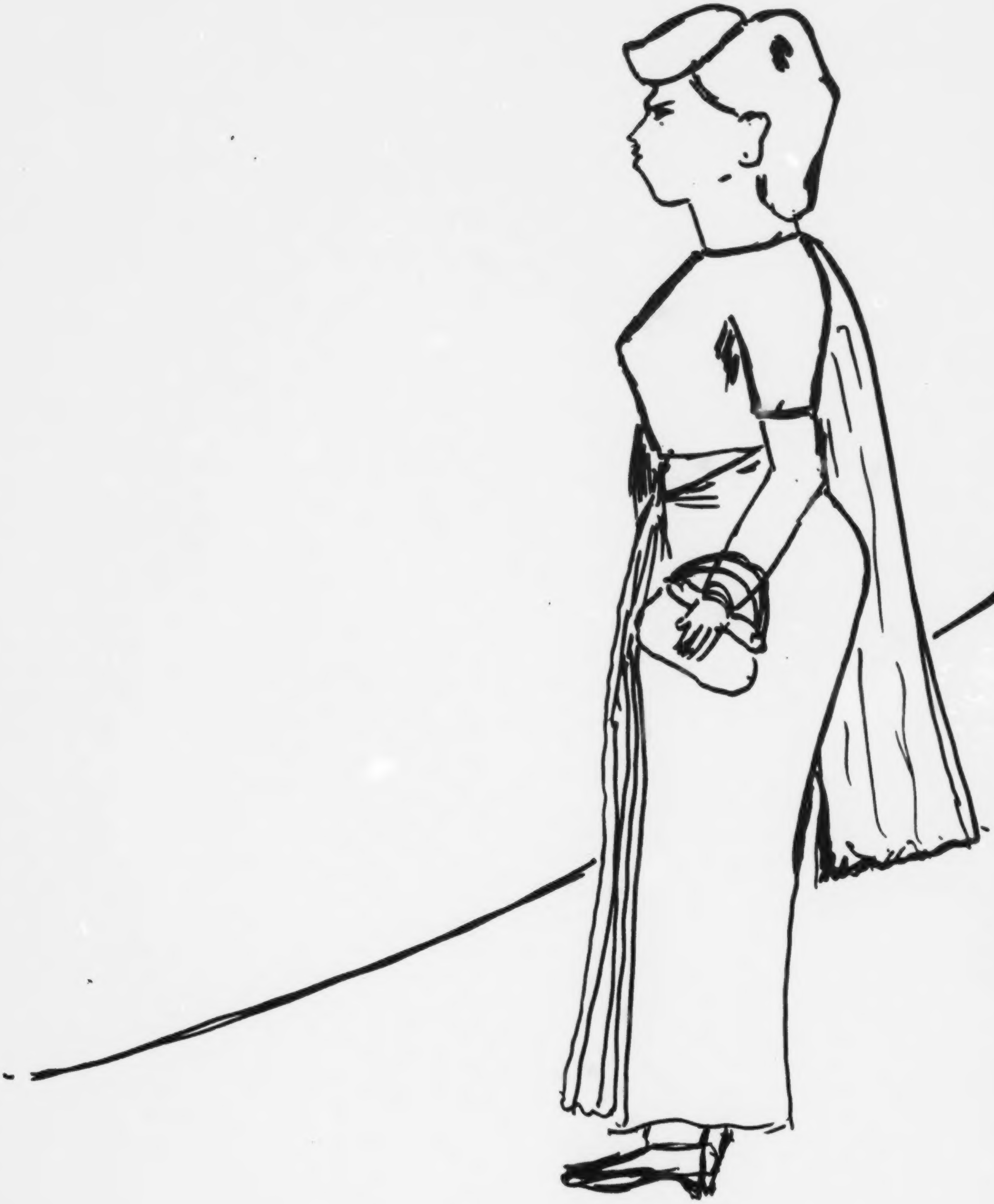
සම්පත් ක්‍රිකට් ගහනවා

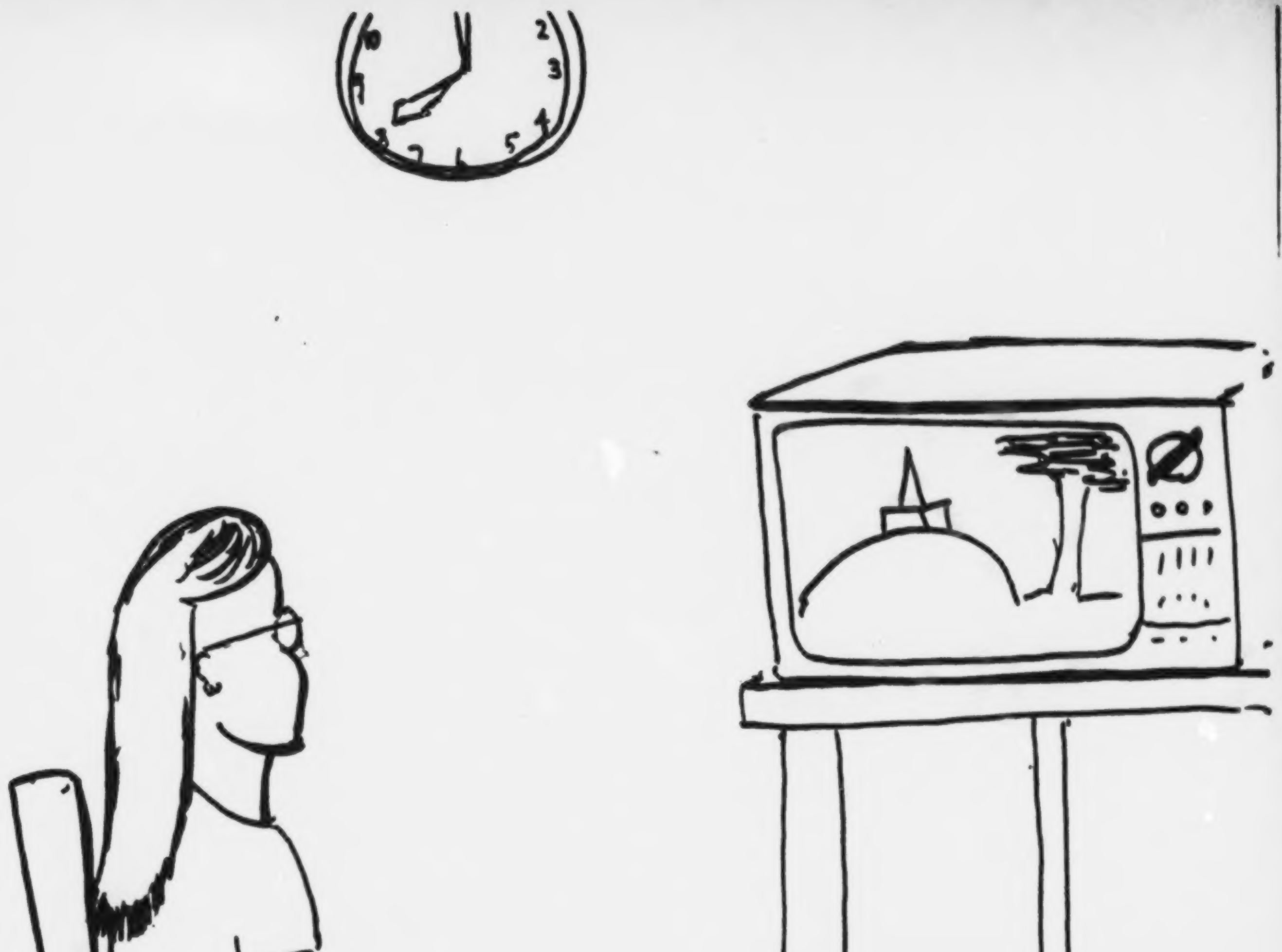


[illegible] [illegible] [illegible].



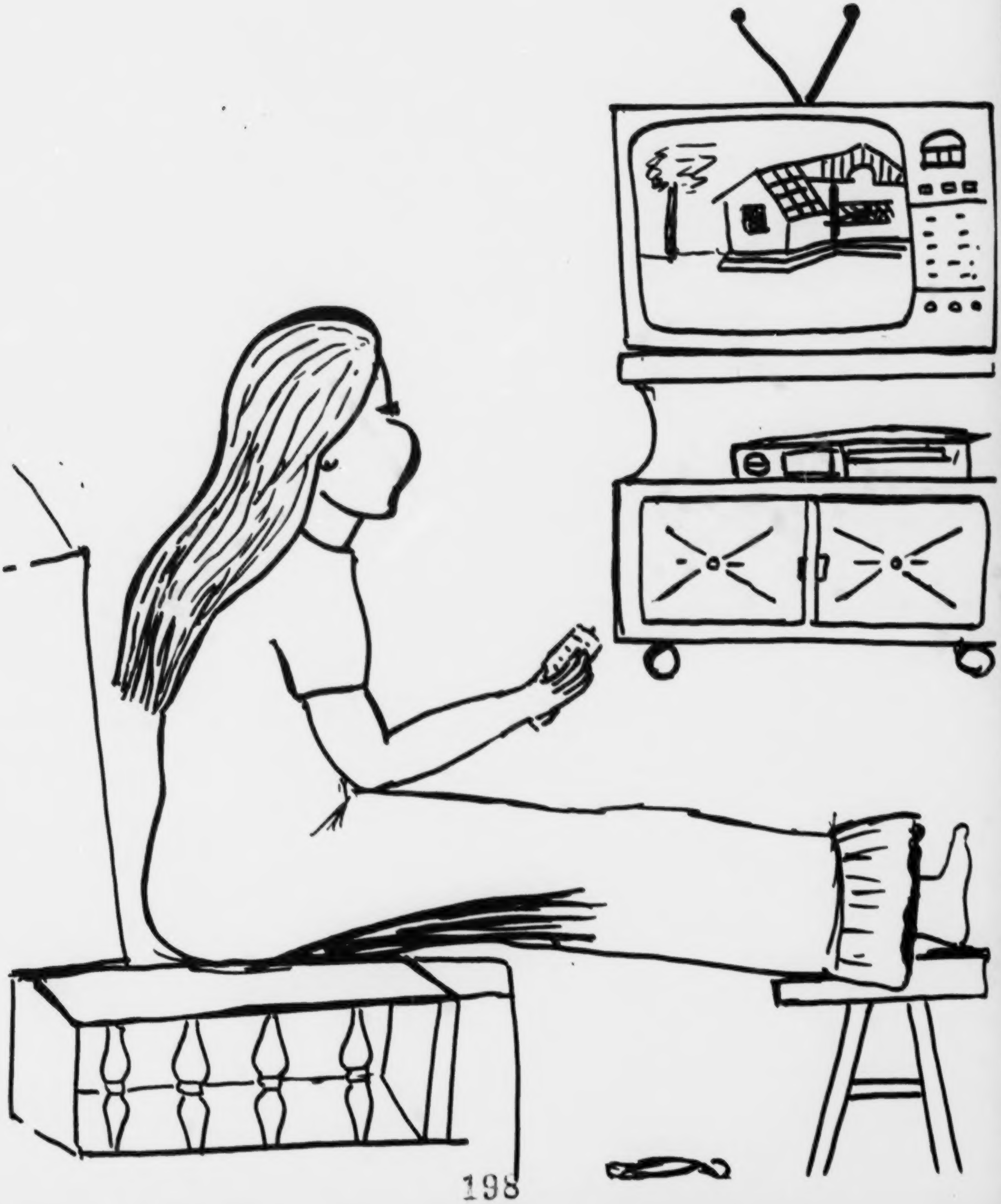
නිලන්ති වැඩමට යනවා

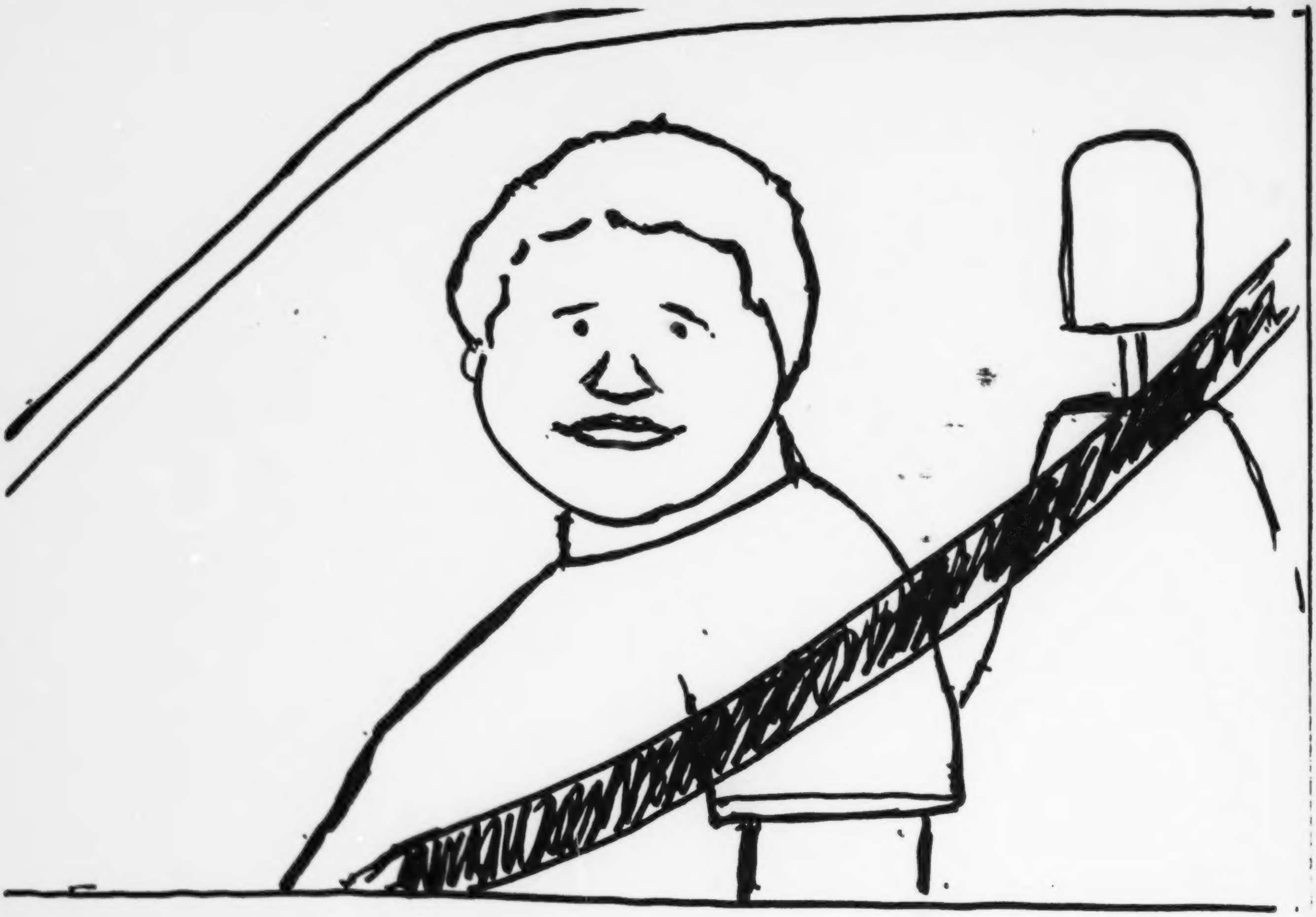




ගීතිකා T.V. බලනවා.

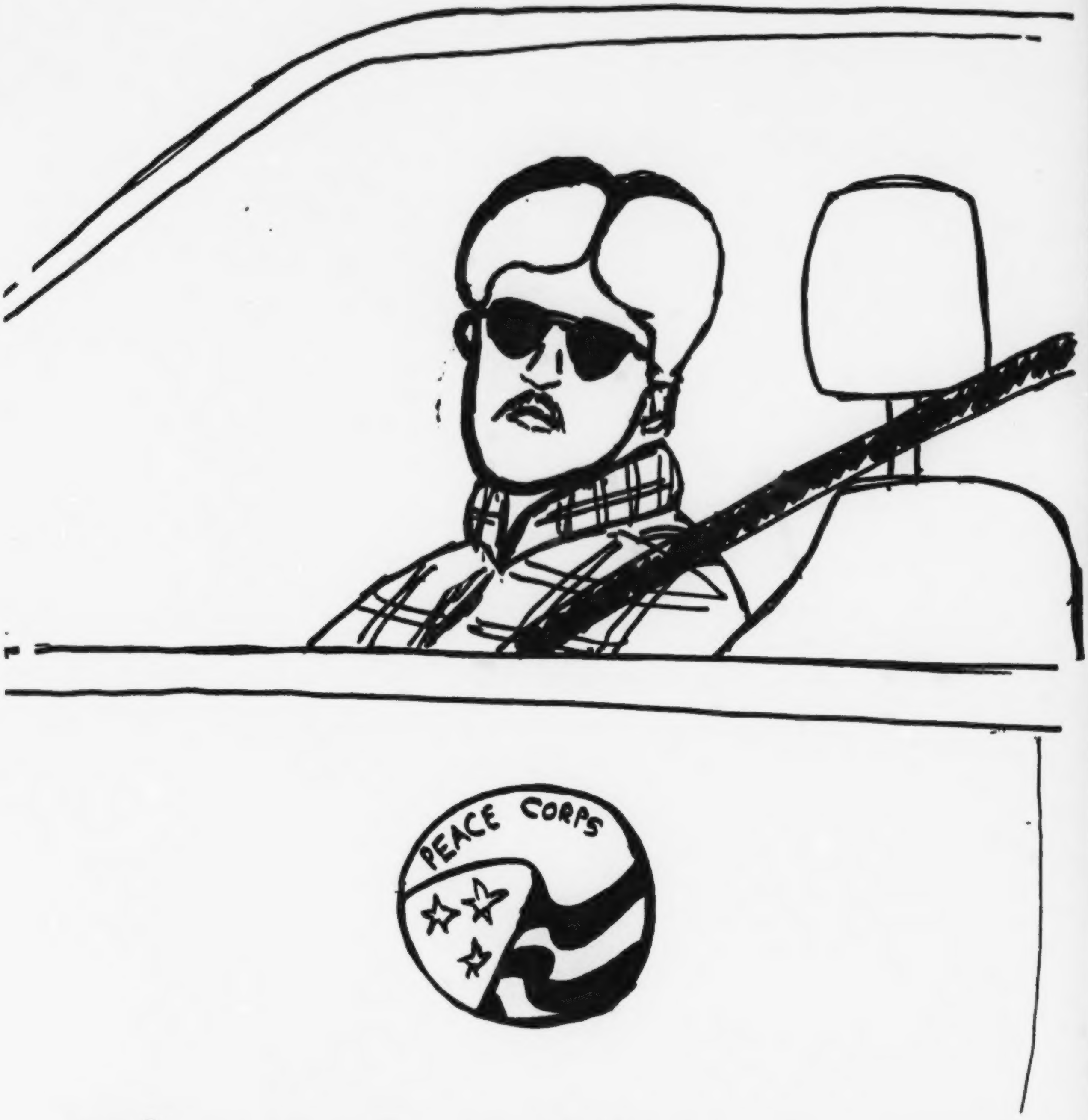
සුමිත්‍රා T.V. බලනවා.





PEACE CORPS

පාලිත හෙට සයිට් එකට එනවා


PEACE CORPS

කපිල හෙට සයිට් එකට එනවා

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to describe their belongings
Teaching Point	Grammar: S(Dative) + O + උන්නවා S(Dative) + O + තියෙනවා **Question words කී දෙනෙක් (උන්නවද?) කීයක් (තියෙනවද?)**
Materials needed	Picture dialogues, information gap charts, realia

Procedure

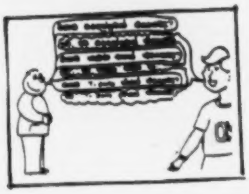
1. **Warm up/Review:**

2. **Presentation:** **15 mins**

Present the concept through a picture dialogue

ඔයාට ඔරලෝසුවක් තියෙනවද?	ඔව්. මට ඔරලෝසුවක් තියෙනවා.
ඔයාට කැමරා එකක් තියෙනවද?	නෑ. මට කැමරා එකක් නෑ.
ඔයාට T-Shirts කීයක් තියෙනවද?	මට T-Shirts දෙකක් තියෙනවා.

Present more examples and elicit the structure from the students



3. **Practice:**

Listening - **10 mins**

1. Make statements of owned items of the students. Students say right or wrong.

Tr: මෙලිස්සට කාර් එකක් තියෙනවා. හරිද? Ss: වැරදියි.

Listening & Speaking - **10 mins**

1. Present a list of items and the owners of those items and prompt description.

Tr:	සම්පත්ට..................	Ss:	කාර් එකක් නෑ
Tr:	එයාට......................	Ss:	කැමරා එකක් තියෙනවා
Tr:	එයාට......................	Ss:	බයිසිකල් එකක් නෑ

Speaking -

1. Information Gap exercise. **15 mins**

Name	car	house	job	DL
Tim	?	✗	?	?
Nimal	✓	?	?	✗
Sara	?	✓	✓	?
Ariya	?	✗	?	✗

Name	car	house	job	DL
Tim	✓	?	✓	✓
Nimal	?	✓	✗	?
Sara	✗	?	?	✓
Ariya	✓	?	✗	?

4. Application (use): **15 mins**

1. Student give a description of items that they own. Extend this exercise by asking them to describe their parents possessions.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

The irregular verb -තියෙනවා (inanimate nouns)

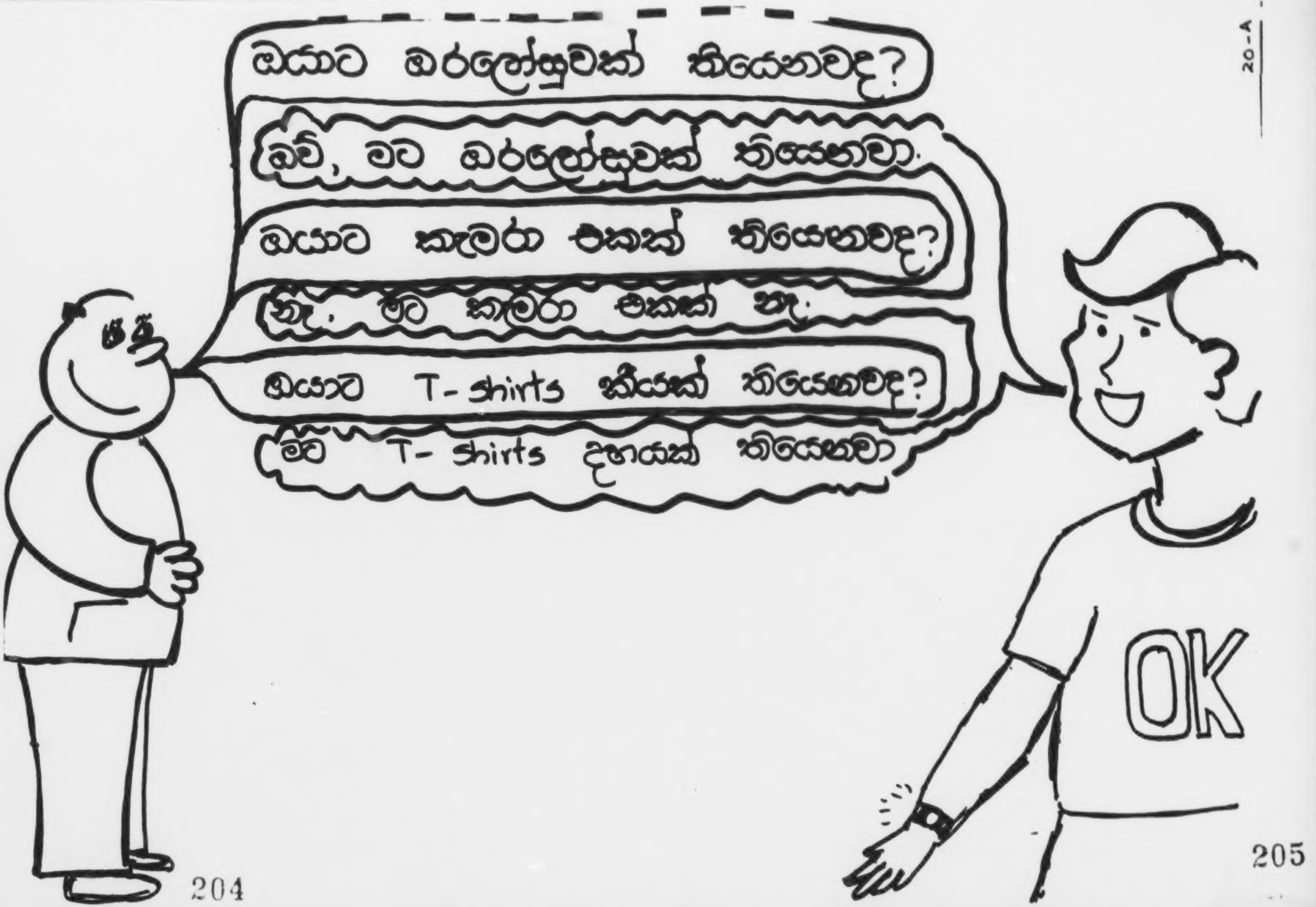
When used with the Dative case of the Subject, this means ownership or possession.

එයාට කාර් දෙකක් තියෙනවා	He has (owns) two cars.

When negating the affirmative sentences only -නෑ is used.

ටිම්ට සල්ලි නෑ	Tim does not have money.

20-A


ඔයාට ඔරලෝසුවක් තියෙනවද?
ඔව්, මට ඔරලෝසුවක් තියෙනවා.
ඔයාට කැමරා එකක් තියෙනවද?
නෑ. මට කැමරා එකක් නෑ.
ඔයාට T-shirts කීයක් තියෙනවද?
මට T-shirts දහයක් තියෙනවා
OK

LESSON PLAN III

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: S(Dative) + O + ඉන්නවා
Materials needed	Information Gap exercises

Procedure

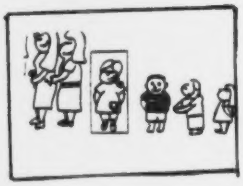
1. Warm up/Review:

2. Presentation: 10 mins

Present the concept through a family drawing of sisters and brothers

මෙයාට අක්කලා තුන්දෙනෙක් ඉන්නවා. එයාට අයියලා නෑ.
එයාට මල්ලිලා දෙන්නෙක් ඉන්නවා. එයාට නංගි කෙනෙක් ඉන්නවා.

Present the animate counting form too.



3. Practice:

Listening - **10 mins**

1. Read out sentences right/wrong sentences and get the students to say හරි/වැරදි

    1. මගෙ අයියලා දෙන්නෙක් ඉන්නවා.
    2. මට නංගිලා එක්කෙනෙක් තියෙනවා.
    3. එයාට සහෝදරයෝ ඉන්නවා.
    4. ඔයාට මල්ලිලා තියෙනවද?
    5. මගෙ මල්ලිට බල්ලෙක් ඉන්නවා.

Listening & Speaking - **15 mins**

1. Show a chart and ask questions based on it

	අක්කලා	අයියලා	නංගිලා	මල්ලිලා
සම්පත්	1	0	0	0
සුමිත්‍රා	1	1	0	0
කපිල	2	1	2	1
පාලිත	0	1	2	1

1. සම්පත්ට අයියලා ඉන්නවද?
2. කපිලට නංගිලා ඉන්නවද?

Students respond Yes/No

Speaking - **15 mins**

1. Students work in pairs and inteprete the above chart
2. Students work in pairs and practice conversation.

Student A: ඔයාට සහෝදරයෝ ඉන්නවද?
Student B: මට සහෝදරයෝ නෑ, නමුත් අක්කලා දෙන්නෙක් ඉන්නවා.

4. Application (use): 10 mins

Bring two classes together and ask them do the above activity.

5. Assessment (Task): 10 mins

Ask students to go out of the classroom; meet a Sri Lankan and find out the number of brothers and sisters he/she has got.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

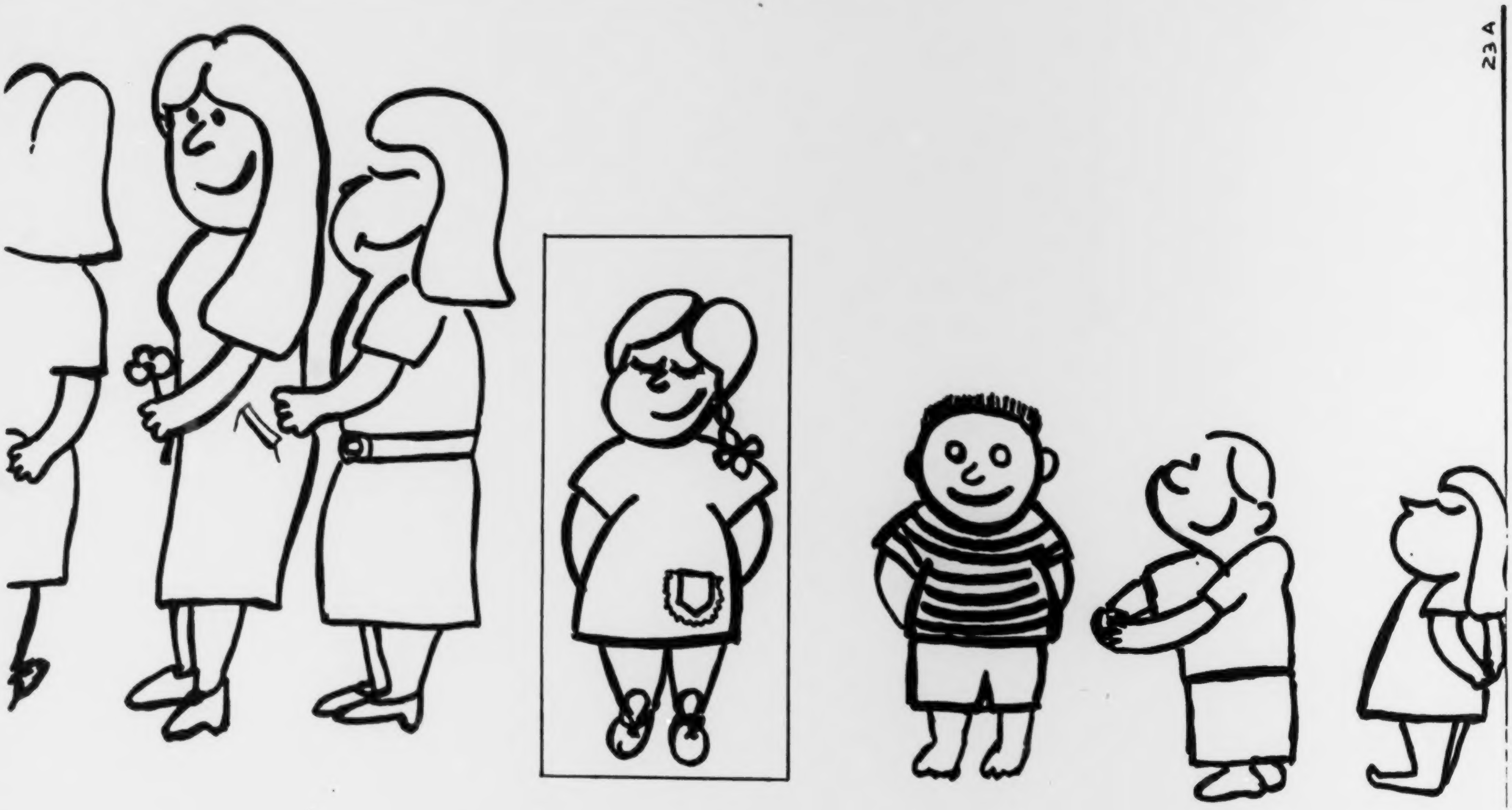
The irregular verb -ඉන්නවා (animate nouns)

When used with the Dative case of the Subject, this means ownership or posession.

එයාට අයියලා දෙන්නෙක් ඉන්නවා He has two brothers.

When negating the affirmative sentences only -නෑ is used.

ටිම්ට යාලුවෝ නෑ Tim does not have friends.



23A

LESSON PLAN IV

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out personal information using the grammar
Teaching Point	Joining Verbs (past paticiple)
Materials needed	Action cards

Procedure

1. **Warm up/Review:** 5 mins

   Review the past participle.

2. **Presentation:** 15 mins

   Present the following sentences using the action cards.

   ජෝන් ගෙදර එනවා. එයා ටී.වී. බලනවා. එයා නිදාගන්නවා.

   ජෝන් ගෙදර ඇවිල්ලා ටී.වී. බලලා නිදාගන්නවා.

   ඊයේ ජෝන් ගෙදර ආවා. එයා ටී.වී. බැලුවා. එයා නිදාගත්තා.

   ඊයේ ජෝන් ගෙදර ඇවිල්ලා ටී.වී. බලලා නිදාගත්තා.

   Elicit the grammar from the students and explain that the meaning depends on the finite verb.

3. **Practice:**

   Listening - 10 mins

   1. Make some sentences and ask the students to listen and arrange the action cards in order.

      ටම් කඩේට ගිහිල්ලා අන්නාසි අරගෙන සල්ලි දීලා ගෙදර ගියා.

      හෙට මේරි කන්තෝරුවට ගිහිල්ලා වැඩ කරලා බඩු අරගෙන ගෙදර එනවා. etc.

Listening & Speaking - **15 mins**

1. Read out some sentences and ask the students to join them using past participles.

   මම ටවුමට යනවා. බත් කනවා. බඩු ගන්නවා. ඊට පස්සේ ගෙදර යනවා. etc.

Speaking - **15 mins**

1. Make card sequences and ask students to read out the sequence.

4. **Application (use):** **10 mins**

Students relate their daily routine.

හැමදාම උදේ මම නැගිටලා. උදේ කැම කාලා. තේ බීලා වැඩට යනවා.

හවස ගෙදර ඇවිල්ලා. නාලා. ටී.වී. බලලා. කැම කාලා නිදාගන්නවා.

5. **Assessment (Task):** **10 mins**

Send the students on a task to ask a Sri Lankan and find out his/her daily routine.

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

GRAMMAR NOTE

Past Participle

Formation of past participle too is irregular. One of the uses of the Past Participle form of the verb is to connect a series of verbs in sequence. The final verb in the series is the main verb which decides the tense etc.

එයා කාලා බීලා ගෙදර ගියා	She ate, drank and went home.
ජිම් වැඩ කරලා පහට ගෙදර එනවා	Jim works, and comes home at five.

Host Family

Competency : To describe and answer questions about one's family

Situation : With homestay people

Dialogue II

Roles: PCT/Host Mother	Functions
අම්මා : ඔයාගේ පොඩි නංගිගේ වයස කීයද? (How old is your younger sister?)	- inquiring
ජෝව් : අවුරුදු විස්සයි. (20 years)	- giving information

Grammar:

Numerals - 1 to 20

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the numbers in a role play
Teaching Point	**Grammar: Numerals - 1 to 20**
Materials needed	Number cards, role play cards, newsprint with numbers

Procedure

1. **Warm up/Review:**

2. **Presentation:** **15 mins**

   Present the numbers through number cards. Present 5 numbers at a time. Take the students through the Listening and Listening & Speaking stages for all the numbers upto 20.

3. **Practice:**

   Listening - **15 mins**

   1. Distribute the number cards and ask them to show the number when you say it.
   2. When you say the numbers ask the students to respond by standing for even numbers and sitting for odd numbers.
   3. Ask the students to write down the number/s when you read out.

   Listening & Speaking - **10 mins**

   1. Ask the students to say the next number when you say one.

      Tr: 2 Ss: 3

   2. Ask the students do a calculation exercise.

      Tr: එකයි. තුනයි Ss: හතරයි

Topic: Host Family

Speaking - 10 mins

1. Ask the students to answers the following questions.

   1. ඔයාගෙ ටෙලිෆෝන් නොම්මරේ මොකද්ද?
   2. ඔයාගෙ ටවුමේ Zip code නොම්මරේ මොකද්ද?
   3. ඔයාගෙ ගෙදර නොම්මරේ මොකද්ද?
   4. ඔයාගෙ Social Security නොම්මරේ මොකද්ද?

4. Application (use):

15 mins

Role Play: Roles: PCT- Sri Lanka Police Constable
Situation: At the Police Station

Function: You have lost your purse with all important documents (Identity card, Passport, credit card, etc.) Make a complaint (මගෙ Purse එක නැතිවුණා). The PC asks all the numbers of the documents after asking your personal details (Name, Address, Job etc)

5. Contingency Plan:

15 mins

1. Do a Run and Cross Game.

Divide the class into two teams and ask them to stand in two rows. When you say a number at random ask the first two players to cross it on the board. The first one to cross the number gets 10 points. Then the other two players come forward and follow the same. The team with most points win.

6. Assessment (Task):

7. Comments/Self Evaluation

1	2
3	4
5	6

7	8
9	10
11	12

13	14
15	16
17	18

19	20
0	

LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to ask ages of the SLs using the dialogue.
Teaching Point	Dialogue
Materials needed	Listening cloze passages, picture dialogue

Procedure

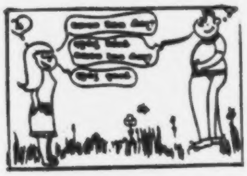
1. **Warm up/Review:** **5 mins**

   Review the numbers through a game.

2. **Presentation:** **10 mins**

   Present the dialogue through a picture dialogue.

ඔයාගේ වයස කීයද?	අවුරුදු 20යි
ඔයාගේ වයස කීයද?	අවුරුදු 16යි



3. **Practice:**

   Listening - **10 mins**

   Give listening cloze passage.

   Procedure:

   1 Teacher reads. Students listen; do not write.
   2. Teacher reads. Students fill in the blanks.
   3. Teacher reads. Students check answers in pairs.

මංජුලගේ වයස 16 යි. එයාගේ නංගීගේ වයස 12 යි. එයා ඉගෙනගන්නවා. මංජුලගේ අයියාගේ නම [illegible]. එයාගේ වයස 20 යි. මංජුලගේ යාලුවාගේ නම සමන්. එයාගේ වයස 19 යි. මංජු තව අවුරුදු 4 ක් ඉස්කෝලේ යනවා. මංජුලගේ උපන්දිනේ 8. සමන්ගේ උපන්දිනේ 11.

Listening & Speaking - **10 mins**

1. Ask the following questions relating to the above passage.

   1. මංජුලගේ වයස කීයද?
   2. එයාගේ නංගීගේ වයස කීයද?
   3. එයාගේ අයියගේ වයස කීයද?
   4. එයාගේ යාලුවගේ වයස කීයද?
   5. මංජුලගේ උපන්දිනේ කවදද?
   6. මංජුලගේ යාලුවගේ උපන්දිනේ කවදද?

Speaking - **10 mins**

1. Take one role and practice the dialogue with the students.

4. Application (use): **10 mins**

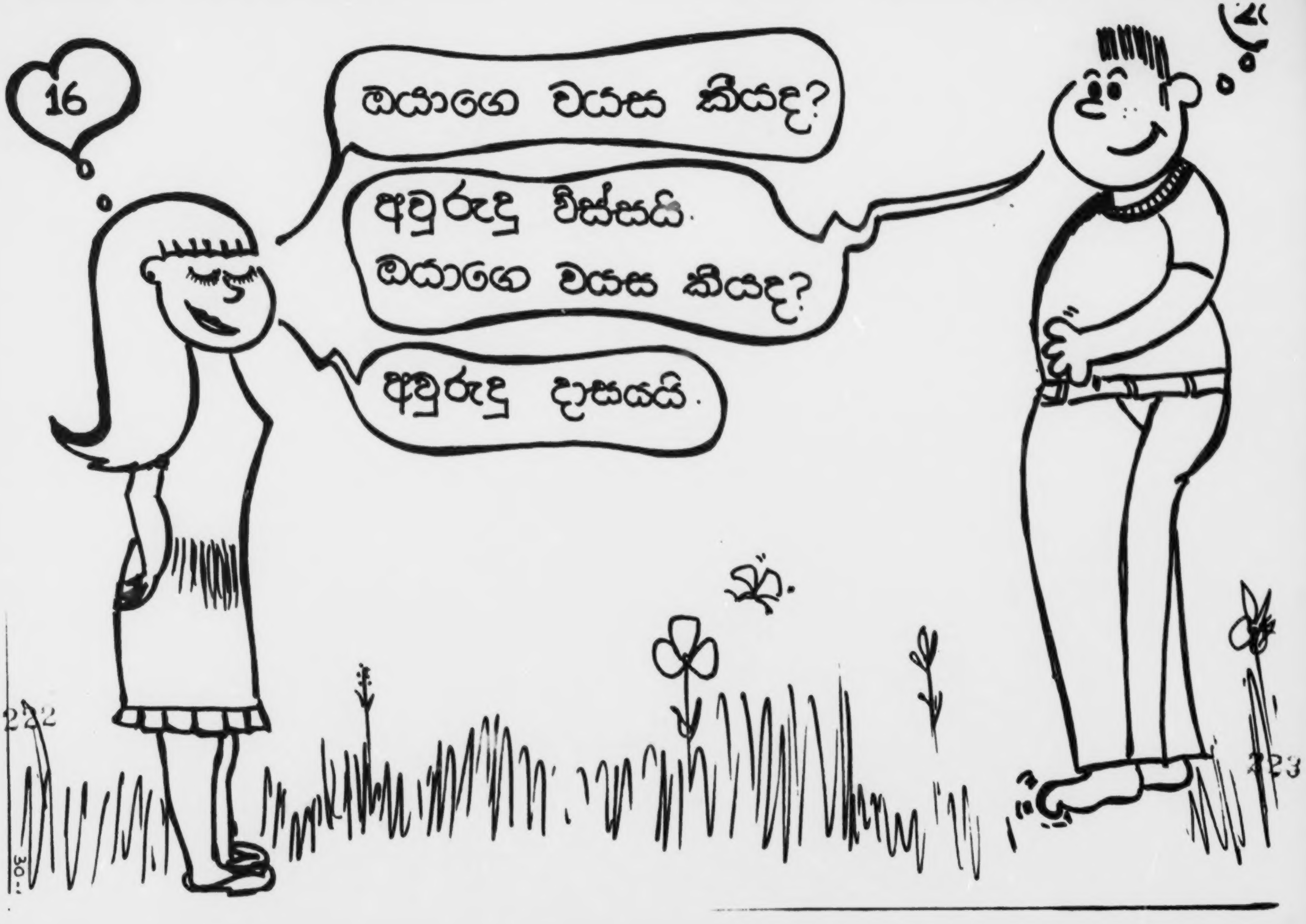
Students work in pairs and practice the dialogue.

5. Assessment (Task): **10 mins**

Give an assignment to find out the ages of the Sri Lankan at the training site or members of the host family.

6. Contingency Plan:

7. Comments/Self Evaluation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ඔයාගෙ වයස කීයද?
අවුරුදු විස්සයි. ඔයාගෙ වයස කීයද?
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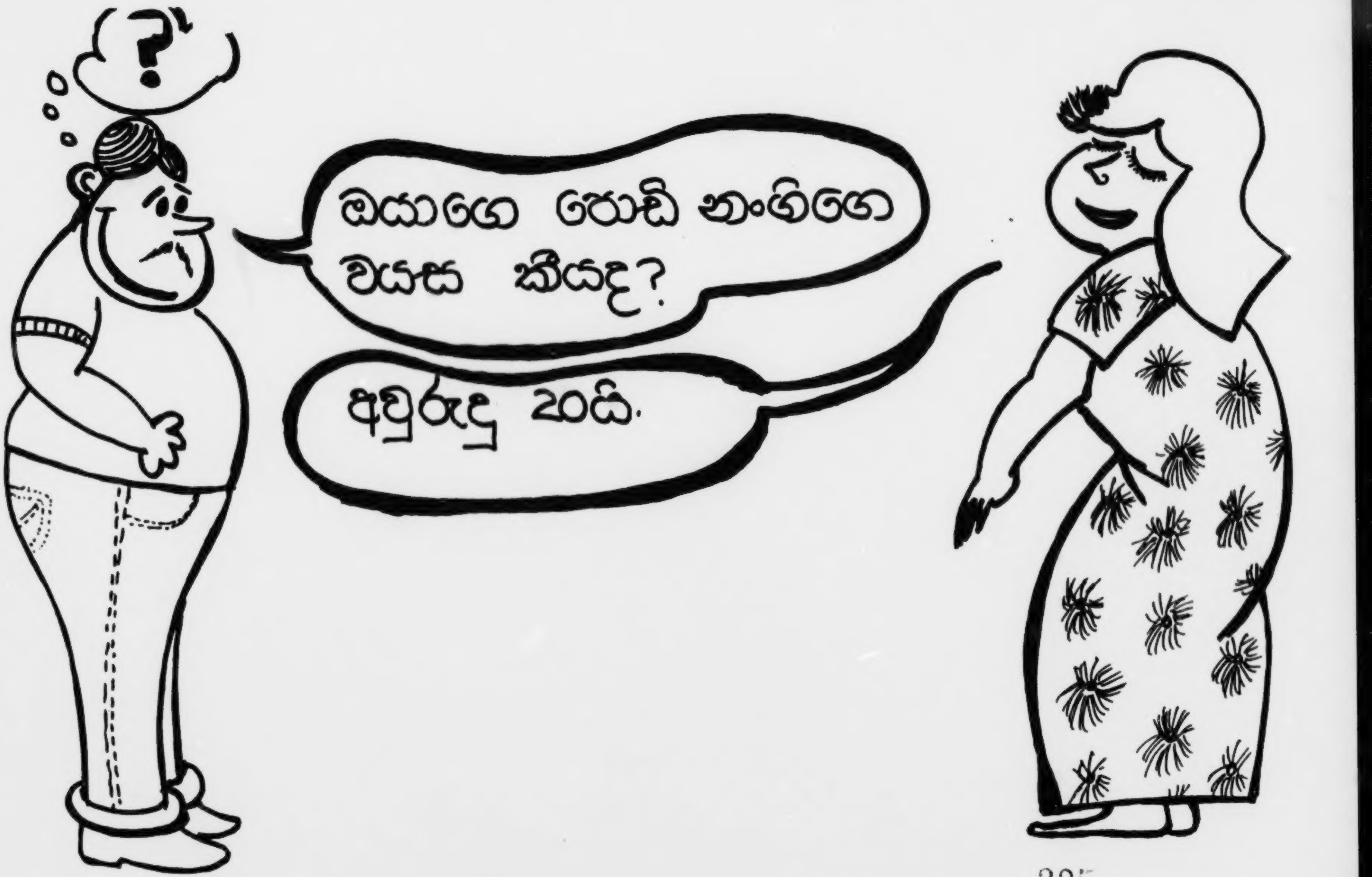

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ඔයාගෙ පොඩි නංගිගෙ වයස කීයද?
අවුරුදු 20යි.

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C

Topic III: Classroom Orientation

Competencies — **Page**

(1) To respond to commands:
Dialogue I 01-03

(2) To respond to questions:
Dialogue I 04-08

(3) To tell time:
Dialogue I 09-12

(4) To tell date & day:
Dialogue I 13-20

(5) To identify daily routines:
Dialogue I 21-28

Classroom Orientation	Competency : To respond to commands Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
ගුරුවරයා: නැගිටින්න මෙහෙ එන්න මේක බලන්න කියවන්න ලියන්න එපා යන්න ඉඳගන්න (Stand up-come here-look at this-read-don't write-go-sit down))	- instructing others to do something - following instructions
Grammar Verb(infinitive) + එපා	

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the commands in a real classroom situation
Teaching Point	**Grammar: Verb(infinitive)+එපා & Dialogue**
Materials needed	Record player, tape, pictures

Procedure

1. Warm up/Review: **10 mins**

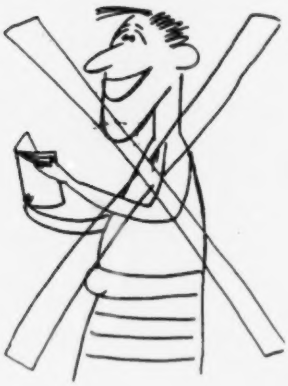
Warm up using an ice breaker or a game
Review infinitive using 'Simon says..............................'

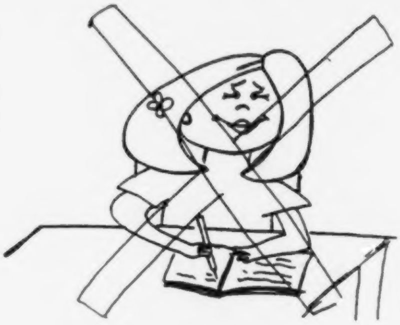
2. Presentation: **10 mins**

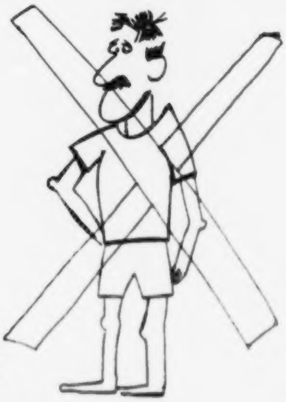
Present the grammar structure using a recorded monologue. Respond to the voice on tape by miming appropriately.

නැගිටින්න මෙහෙ එන්න මේක බලන්න කියවන්න ලියන්න එපා යන්න ඉඳගන්න

Present **නැගිටින්න එපා ඉඳගන්න එපා ලියන්න එපා කියවන්න එපා** using pictures.







3. Practice:

Listening - **5 mins**

1. Give commands and get the students to mime.

Listening & Speaking - **10 mins**

1. Say incomplete sentences and get the students to complete it by using the appropriate command.
    1. **මේ වැස් වතුර. ඒ නිසා .... (බොන්න එපා)**
    2. A: **මට ගොඩක් බඩගිනියි.** b: **එහෙනං..................(කන්න).**
    3. **ගුරුවරයා උගන්නනවා. ඒ නිසා ....(නැගිටින්න එපා).**

Speaking - **10 mins**

1. In pairs, one student commands and the other mimes.

4. Application (use): **10 mins**

1. **Each student teaches a mini lesson using the commands and instructions studied above.**

5. Assessment (Task):

6. Contingency Plan:

Ask students to find out more classroom instruction from their host families.

7. Comments/Self Evaluation

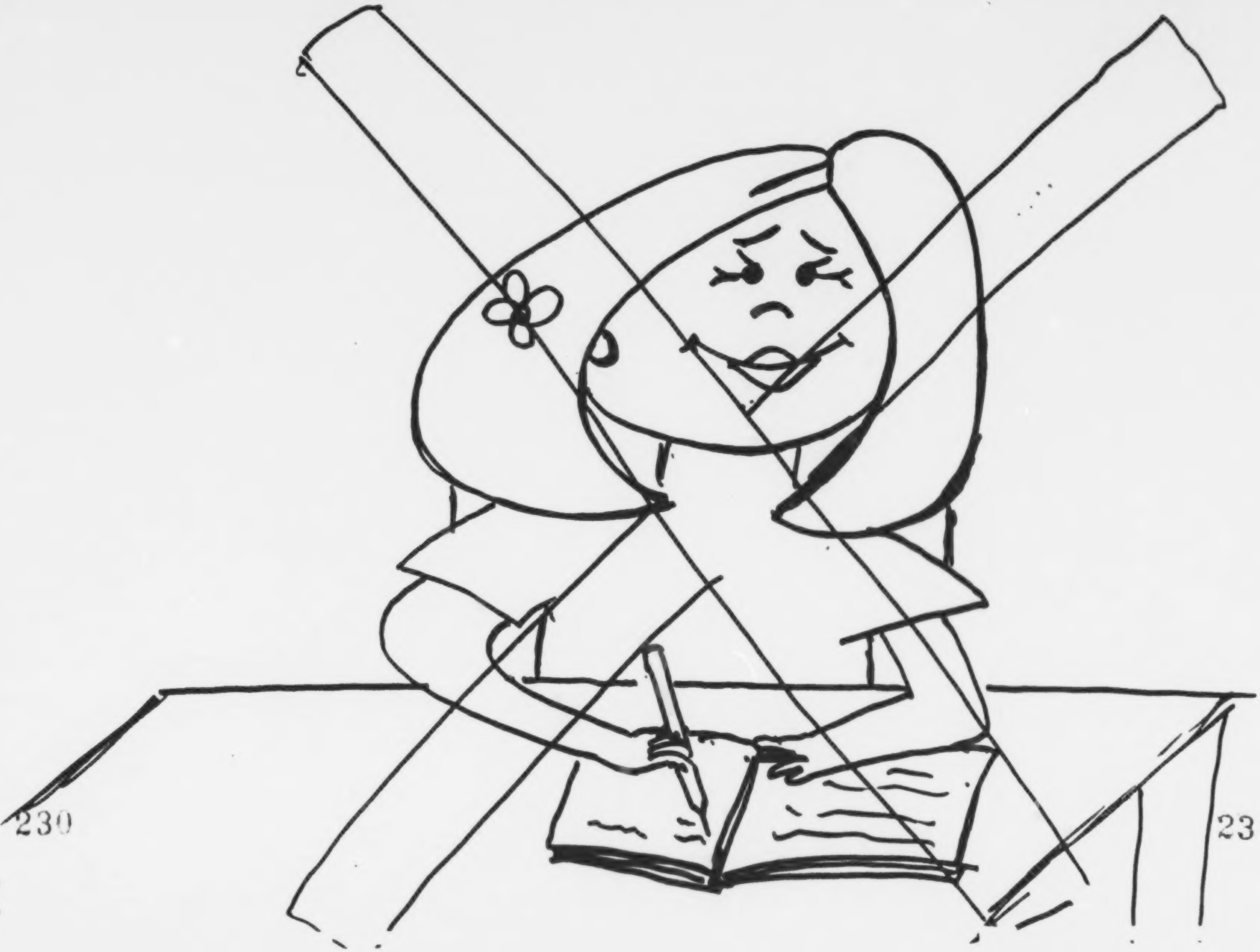
GRAMMAR NOTE

Negative Imperatives

These are formed thus:

යන්න එපා	Don't go
බොන්න එපා	Don't drink

The negative imperative is used for giving advice , instructing etc.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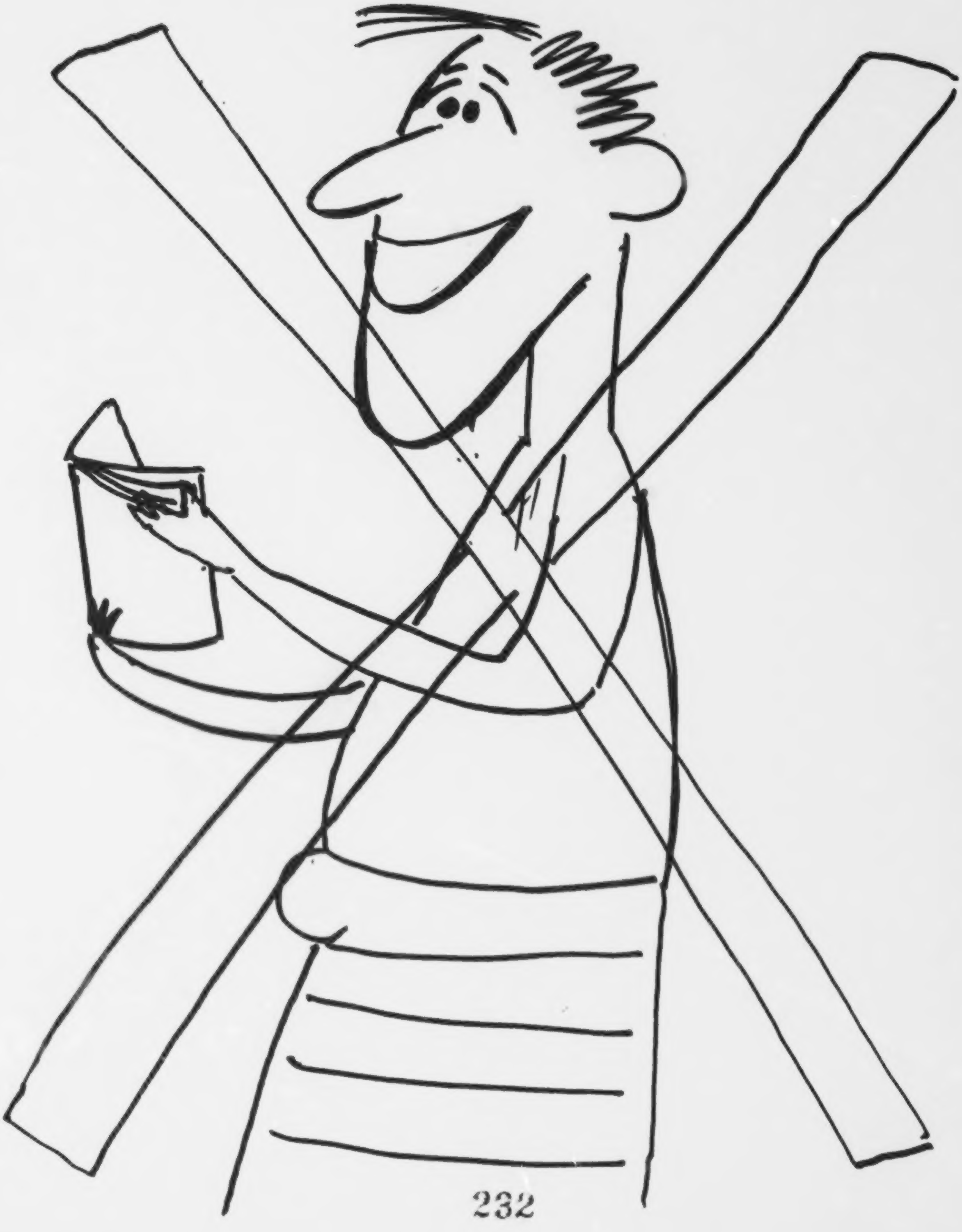
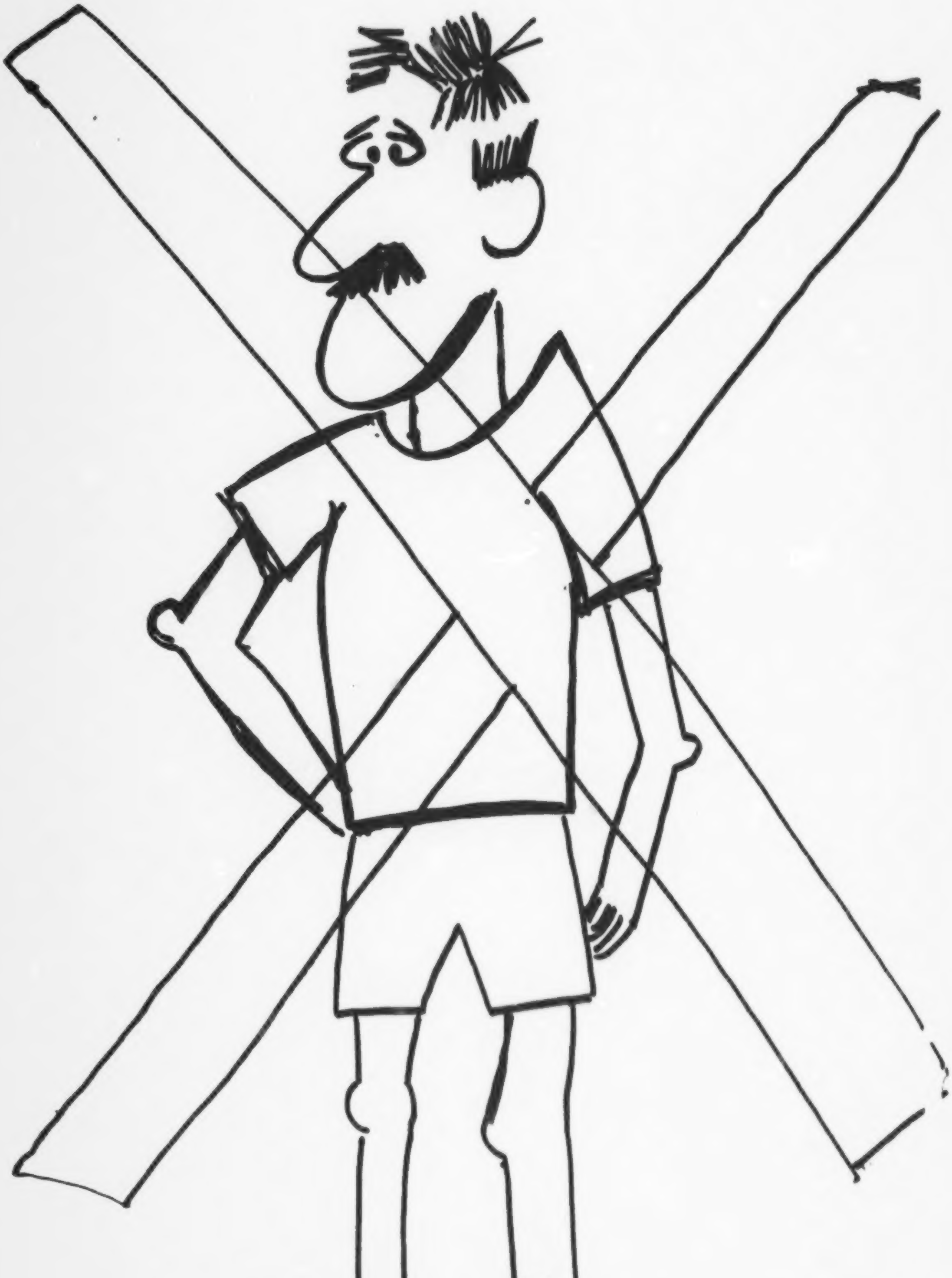
3-A





3-C

Classroom Orientation

Competency : **To respond to questions**

Situation : classroom

Dialogue

Roles: PCT/Teacher		Functions
ගුරුවරයා :	ඔයා පරක්කු වුණේ ඇයි? (Why did you get late)	- inquiring
[illegible] :	මගදී. බස් එක කැඩුණා (The bus was broken down on the way)	- giving information

Grammar

Verb involitive: කැඩෙනවා - කැඩුණා
වැටෙනවා - වැටුණා
වැහෙනවා - වැහුණා
පිරෙනවා - පිරුණා

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a role play.
Teaching Point	Grammar: verb involative: කැපෙනවා - කැපුනා වැදෙනවා - වැදුනා වැටෙනවා - වැටුනා පිරෙනවා - පිරුනා
Materials needed	Picture dialogues, pictures, role play cards

Procedure

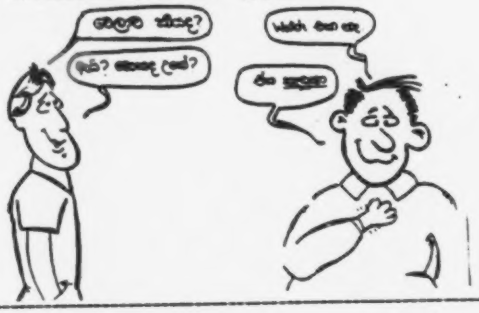
1. **Warm up/Review:** **5 mins**

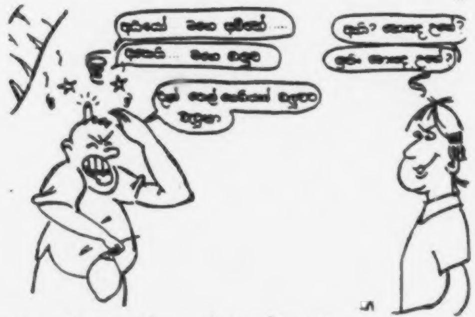
   Review the volitive verbs of the above involitive verbs

   කපනවා. වදිනවා. වට්ටනවා. පුරවනවා

2. **Presentation:** **15 mins**

   Present the involitive verbs using pictures.





   Present the other verbs using pictures.

3. **Practice:**

Listening - **10 mins**

1. Draw some pictures to depict the volitive and involtive form of the above verbs and give them to the students. Get the students show you the correct picture when you say the verbs (both volitive and involitive).

Listening & Speaking - **10 mins**

1. Say the volitive form of the verb and get the students to say the involitive form.

Speaking - **5 mins**

1. Get the students to make some sentences using involitive verbs.

4. **Application (use):** **10 mins**

Role Play: Roles: PCT/Teacher
Situation: At the class
Purpose: PCT comes to the class with lot of bandages. Teacher asks why. Students say that she has fallen while she was travelling on a private bus. etc..

5. **Assessment (Task):**

6. **Contingency Plan:**

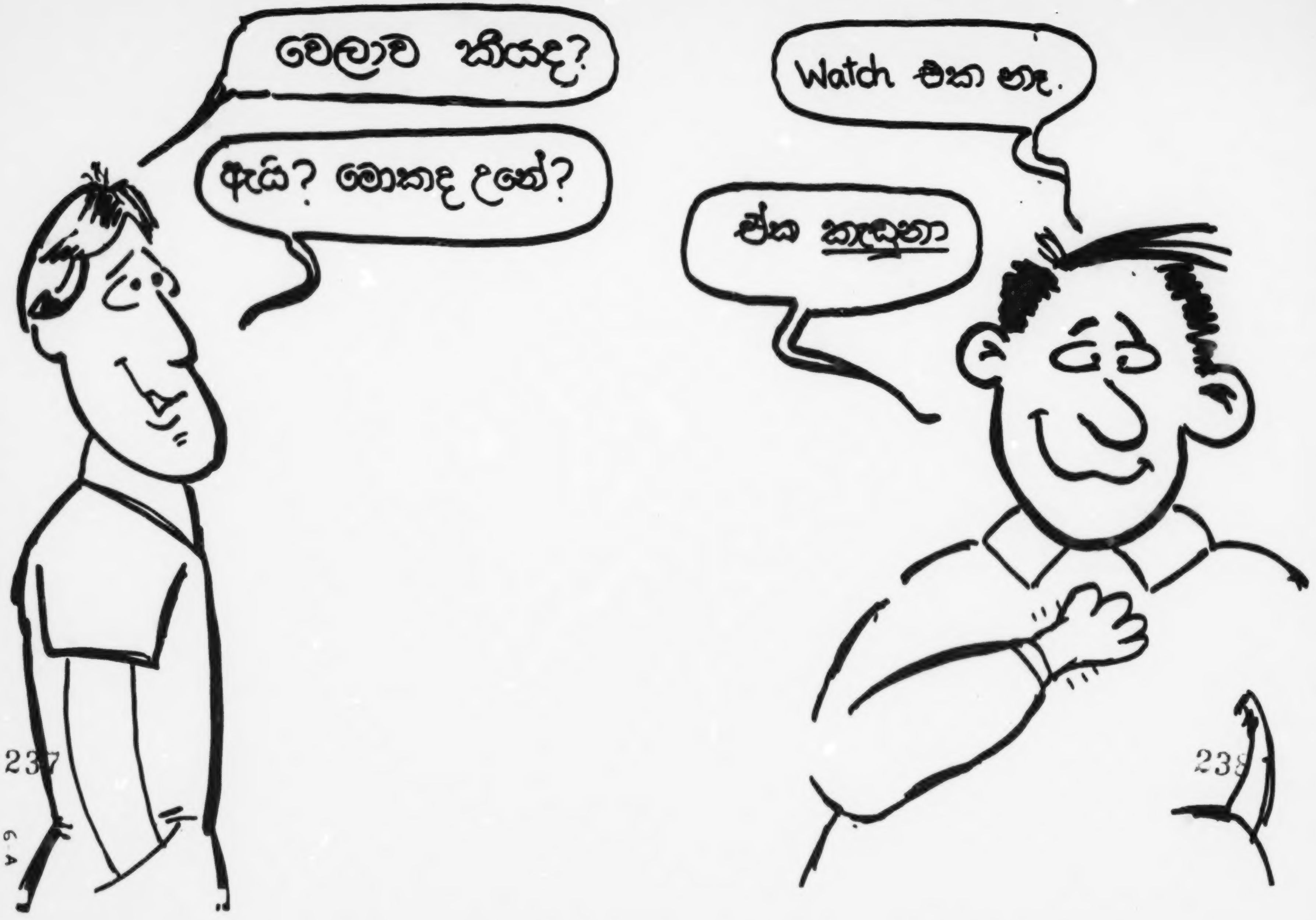
7. **Comments/Self Evaluation**

GRAMMAR NOTE

Involitive verbs:

These verb forms are used to express ideas that are happened naturally and actions done unintentionally.

මගේ ඔලුව රිදෙනවා	My head hurts.
පුටුව කැඩෙයි	The chair might break.
මගේ අත කැපුනා	I cut my finger. (accidentally)


වෙලාව කීයද?
ඇයි? මොකද උනේ?
Watch එක නෑ.
ඒක කැඩුනා

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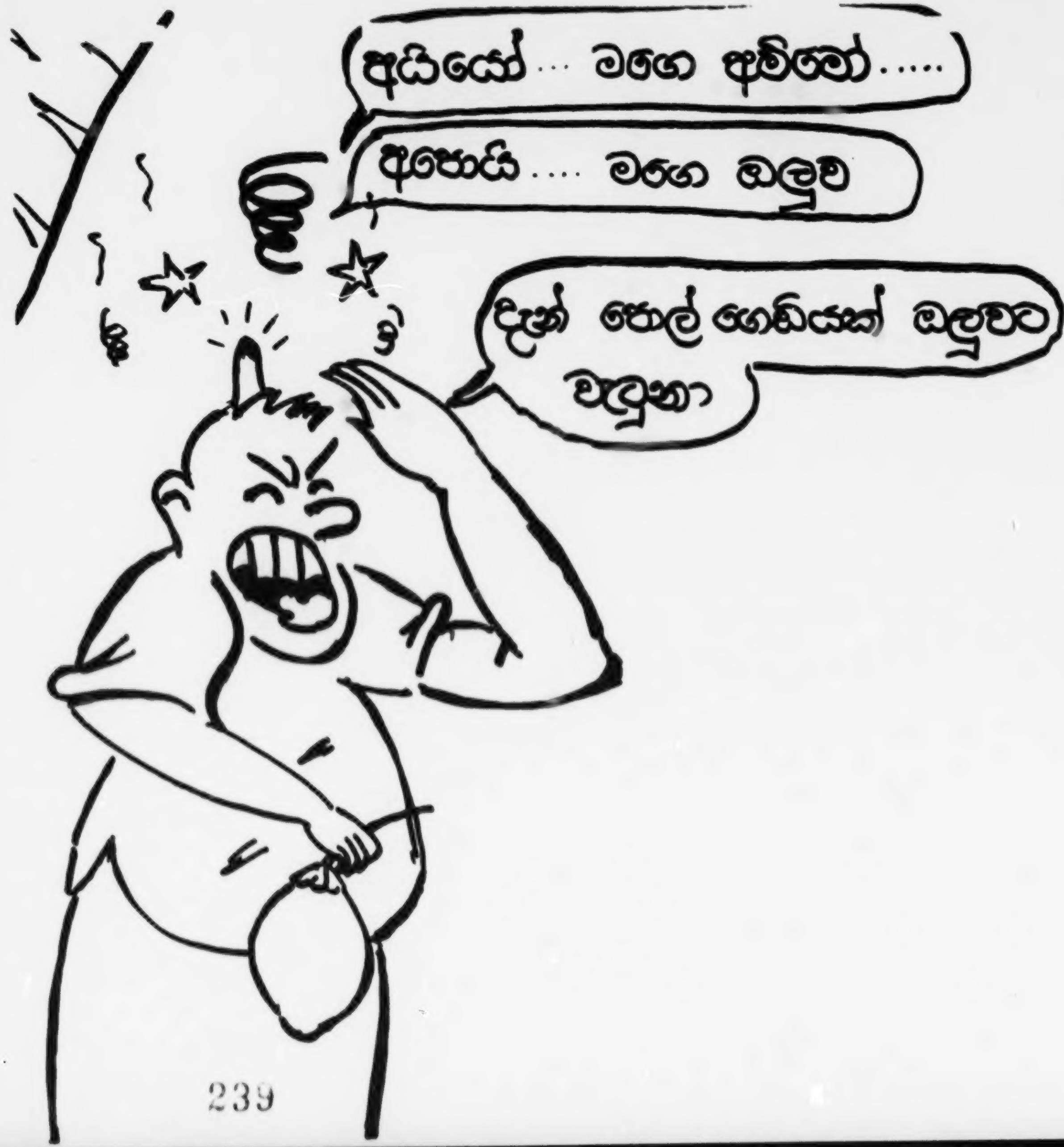
අයියෝ... මගෙ අම්මෝ.....
අපොයි.... මගෙ ඔලුව
දැන් පොල් ගෙඩියක් ඔලුවට වැටුනා

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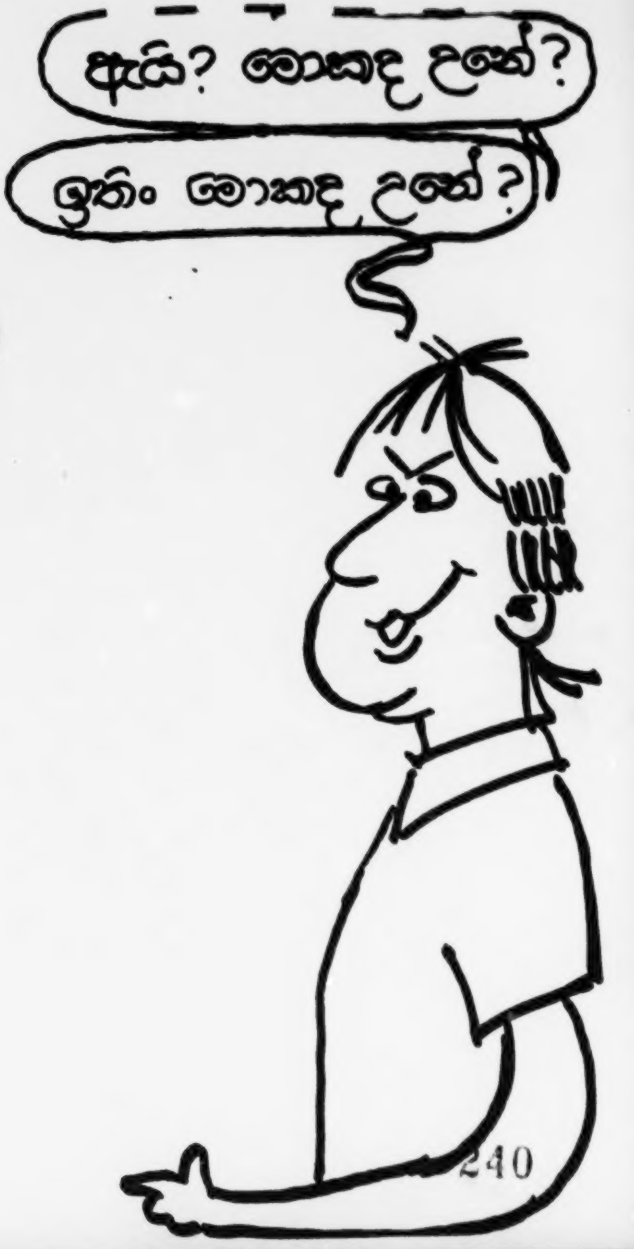
ඇයි? මොකද උනේ?
ඉතිං මොකද උනේ?

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LESSON PLAN II

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

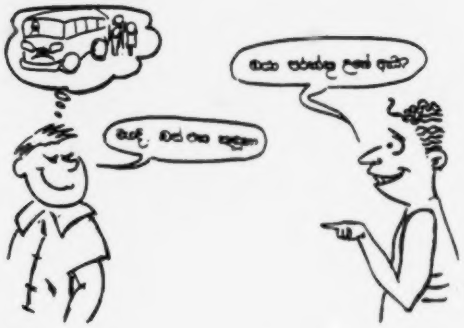
Procedure

1. **Warm up/Review:** **2 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **3 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **3 mins**

   Read the dialogue several times for the students to listen.

   Listening & Speaking - **3 mins**

   Take roles and practise the dialogue with the students.

   Speaking - **5 mins**

   Students practice the dialogue.

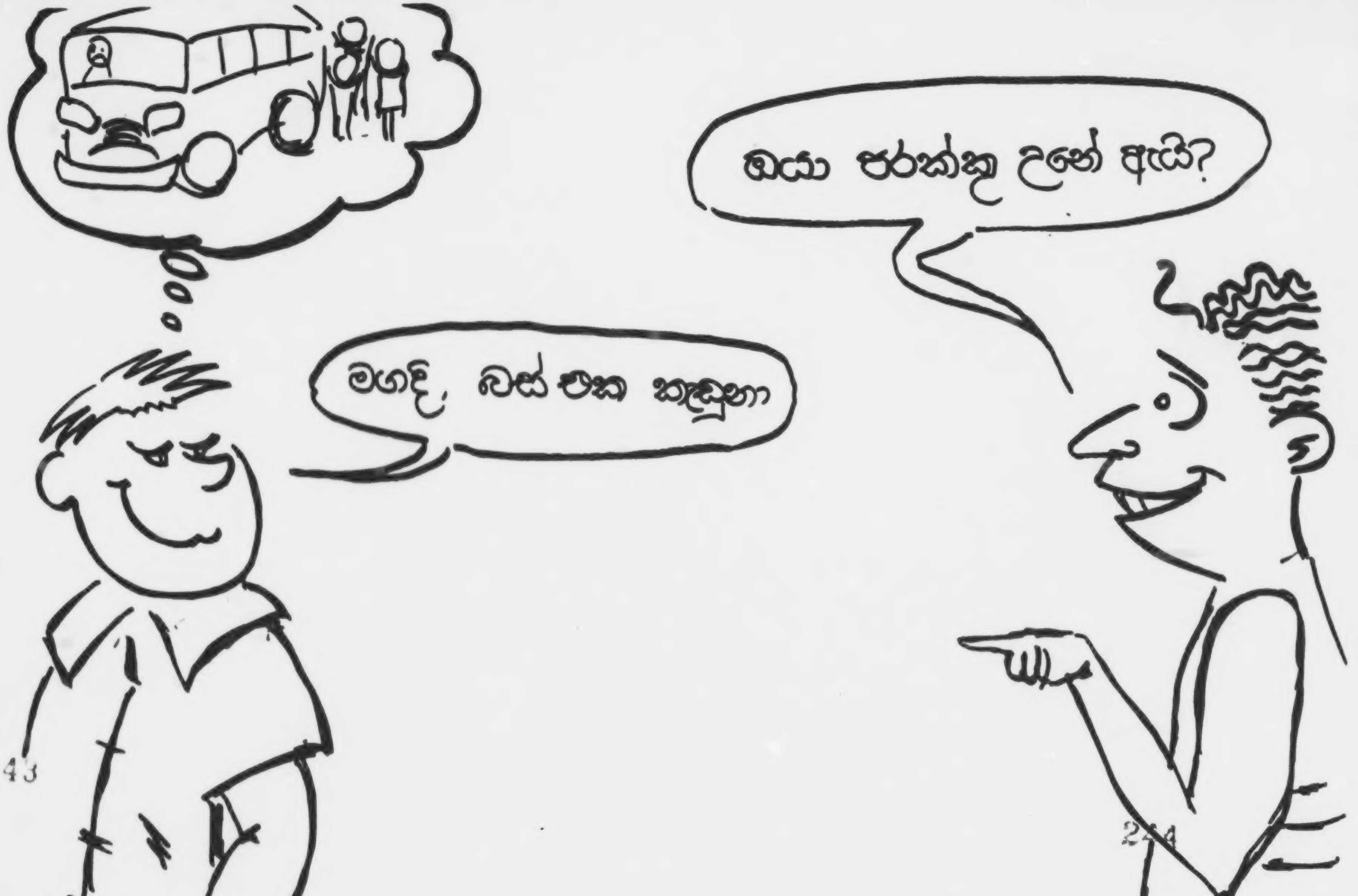
4. Application (use): **10 mins**

Role Play: Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT is late for the class and teacher inquires.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


ඔයා පරක්කු උනේ ඇයි?
මගදි, බස් එක කැඩුනා

243

244

8-A

Classroom Orientation

Competency : To tell time

Situation : classroom/in the community

Dialogue

Roles: PCT/Teacher	Functions
ගුරුවරයා : වෙලාව කීයද? (What's the time)	- requesting the time
ඔබ : දහයයි (10 o'clock)	- giving the time
Vocabulary එකයි කාලයි එකට කාලයි එකහමාරයි (1 -12)	

LESSON PLAN I

Estimated Time	1 hour 45 minutes
Objective	At the end of the lesson the students will be able to use vocabulary to find out information.
Teaching Point	**Vocabulary: එකයි කාලයි එකට කාලයි එකහමාරයි ((1 -12) & Dialogue**
Materials needed	Clock faces, Picture dialogues, Information Gap Sheets

Procedure

1. **Warm up/Review:** **10 mins**

Review numbers upto 60.

2. **Presentation:** **15 mins**

Present the time telling through a picture dialogue and a clock face.

වෙලාව කීයද? **එකයි**

Practice upto 12 this way and change the clock face to 1:15 and present.

වෙලාව කීයද? **එකයි කාලයි**

Continue this for all other forms: **එක හමාරයි. දෙකට කාලයි**

3. **Practice:**

Listening - **15 mins**

1. Give clock faces to students and when you say the time get them to set times.
2. Set the time in the clock face and give multiple answers and get the students to say the correct answer.

Tr: a) **තුන හමාරයි** Ss: a)
b) **තුනයි කාලයි**
c) **තුනයි හමාරයි**

Listening & Speaking - **10 mins**

Set different times in the clock face and students tell the time.

Tr: දැන් වෙලාව කීයද? Ss: තුනයි කාලයි

Speaking - **30 mins**

1. Ask the students to do the above activity in pairs.

2 Introduce the following dialogue:

A: ඔයා නැගිටින්නේ කීයටද?

B: හයට.

Introduce the other forms too. හයයි කාලට. හය හමාරට. හතට කාලක් තියා. හයයි විස්සට

3. Information Gap exercise

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

	get up	eat breakfast	drink tea	go to town	go to bed
Noel					
Sampath					
Nilanthi					
Geethika					

4. Application (use): **15 mins**

1. Role Play
Roles: PCV-Secretary/Receptionist
Situation: In an office
Pupose: to make appointments with the an
officer/head at the office for an official purpose.

5. Assessment (Task): **10 mins**

1. Ask the students to go to a Sri Lankan and find out the following information.

   - At what time they get up
   - At what time they go to work
   - At what time they go to bed etc

2. Give the students a task to find at what time they do the following tasks on the New Years Day.

   - light the hearth (ලිප ගිනි මොලවනවා)
   - eat food
   - go to work
   - bathe
   - transactions (ගනුදෙනු)

6. Contingency Plan: **15 mins**

Concentration Play the game with two sets of cards that match clock faces to written times. The students must read the times aloud when picking up the cards.

7. Comments/Self Evaluation

GRAMMAR NOTE

Telling the time:

When telling the time the form of numeral is:

Definite singular form + assertion marker

එකයි	One O' clock
එකයි කාලයි	Quarter past one
එක හමාරයි	Half past one
දෙකට කාලයි	Quarter to two

Classroom Orientation

Competency : To tell day/date

Situation : classroom/in the community

Dialogue

Roles: PCT/Teacher	Functions
ගුරුවරයා : අද දවස කවද්ද? (What day is today?)	- requesting the day
මම : බදාදා (Wednesday)	- giving the day
ගුරුවරයා : දිනේ කවද්ද? (What's the date?)	- requesting the date
මම : විසි දෙවෙනිදා (It's 22)	- giving the date

Vocabulary

Days of the week: සඳුදා අඟහරුවාදා බදාදා බ්‍රහස්පතින්දා සිකුරාදා සෙනසුරාදා ඉරිදා

Numerals - ordinals: පළවෙනිදා දෙවෙනිදා තුන්වෙනිදා හතරවෙනිදා පස්වෙනිදා
හයවෙනිදා හත්වෙනිදා අටවෙනිදා නමවෙනිදා දහවෙනිදා

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	Vocabulary: Days of the week: සඳුදා අඟහරුවාදා බදාදා බ්‍රහස්පතින්දා සිකුරාදා සෙනසුරාදා ඉරිදා
Materials needed	Information Gap sheets, PST schedule, Calendar, Speaking work sheets, Index cards

Procedure

1. Warm up/Review: 5 mins

Review ඊයේ. හෙට. පෙරේදා. අනිද්දා using the PST schedule.

ඊයේ අපි කෙරුවේ මොනවද? හෙට අපි කරන්නේ මොනවද? අපි .... ගියේ කවදද?
etc.

2. Presentation: 15 mins

Present the days of the week through a calendar.

Introduce සතිය. මාසෙ. අවුරුද්ද. ගිය. ලබන or එන

3. Practice:

Listening - 10 mins

1. Point to the calendar and say the correct/incorrect day. Students listen and say ඔව්. නෑ.
2. Distribute index cards on which days are written in English and ask the students show the correct card when you say in Sinhala.

Listening & Speaking - 15 mins

1. Get the students to repeat the days several times
2. Say a day and ask the students to say the following/previous day.

Tr: අද සිකුරාදා. හෙට කවදද? Ss: හෙට සෙනසුරාදා.
Tr: ඊයේ සිකුරාදා. හෙට කවදද? Ss: හෙට ඉරිදා. etc.

Speaking - **15 mins**

1. Chain drill: Student A: සඳුදා
   Student B: සඳුදා. අඟහරුවාදා.
   Student B: සඳුදා. අඟහරුවාදා. බදාදා etc...

2. Get the students to do #2 Listening & Speaking activity.

3. Game: Distribute index cards among the students . They display the cards standing in a circle. A volunteer comes to the centre and calls his day. The person who has next day to the caller's day says his day. Game continues until somebody makes a mistake who in turn would be the next caller.

4. Application (use): **15 mins**

Students work in pairs and fill out the following grid by asking what activities they do in the evening and at night on each day.

	හවස	රෑ
සඳුද		
අඟහරුවාද		
බදාද		
බ්‍රහස්පතින්ද		
සිකුරාද		
සෙනසුරාද		
ඉරිද		

5. Assessment (Task): **10 mins**

Ask the find out when are the following banks are closed

- Bank of Ceylon
- Seylan Bank
- Commercial Bank etc.

6. Contingency Plan: 10 mins

Information Gap:

ටොම්ගේ දිනපොත

	උදේ	හවස	රෑ
සඳුදා			
අඟහරුවාදා			
බදාදා			
බ්‍රහස්පතින්දා			
සිකුරාදා			
සෙනසුරාදා			
ඉරිදා			

	උදේ	හවස	රෑ
සඳුදා			
අඟහරුවාදා			
බදාදා			
බ්‍රහස්පතින්දා			
සිකුරාදා			
සෙනසුරාදා			
ඉරිදා			

	උදේ	හවස	රෑ
සඳුදා			
අඟහරුවාදා			
බදාදා			
බ්‍රහස්පතින්දා			
සිකුරාදා			
සෙනසුරාදා			
ඉරිදා			

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to find out information using the vocabualry.
Teaching Point	Vocabulary: Numerals - ordinals: පළවෙනිද දෙවෙනිද තුන්වෙනිද හතරවෙනිද පස්වෙනිද හයවෙනිද හත්වෙනිද අටවෙනිද නමවෙනිද දහවෙනිද
Materials needed	Calendar, Newsprint with calendar dates, information gap sheets, question sheets

Procedure

1. **Warm up/Review:** **5 mins**

   Review the numbers

2. **Presentation:** **15 mins**

   Present the numerals using a calendar. Introduce ten dates at a time.

3. **Practice:**

   Listening - **10 mins**

   1. Read out dates in random and students write them down. Then ask the students to check in pairs before checking in common.
   2. Run & Cross Game

   Listening & Speaking - **15 mins**

   1. Students listen to the following passage and answer the questions. A question sheet is given to the students to refer and answer.

   ගිය නිවාඩු කාලේ (vacation එකේ) අපි නුවරඑළියේ ගියා. අපිට නිවාඩු දුන්නේ 20 වෙනිදා. 22 වෙනිදා මමයි කපිලයි කොළඹයි බස් එකෙන් නුවර ගියා. අපි මුවලර්ස් ගෙස්ට් එකේ නැවතුනා. අපි දවස් දෙකක් නුවර හිටියා. නුවර ඉන්නකොට අපි මල්වත්ත බලන්න ගියා. ඊට පස්සේ අපි නුවරඑළියේ ගියා. අපි එහේ දවස් තුනක් හිටියා. ගොඩක් විනෝද උනා. නැමුයි 27 වෙනිදා කපිලට අසනීප උනා. ඉතිං අපි 28 වෙනිදා උදේ ගෙදර ආවා.

1. නිවාඩු දුන්නේ කවදද?
2. නුවර ගියේ කවදද?
3. නුවරින් නුවරඑළියට ගියේ කවදද?
4. කපිලට අසනීප උණේ කවදද?
5. අපි ගෙදර ආවේ කවදද?

Speaking - 10 mins

1. Information Gap:

· PST trips schedule

කොළඹ	කොළඹ
පින්නවල	පින්නවල
අනුරාධපුරය	අනුරාධපුරය
සීගිරිය	සීගිරිය
නුවරඑළිය	නුවරඑළිය

4. Application (use): 15 mins

1. Get the students to answer questions such as:

1. ඔයාගේ උපන්දිනේ කවදද?
2. ඔයා ලංකාවට ආවේ කවදද?
3. ඔයා ඇමරිකාවෙන් ආවේ කවදද?
4. Thanksgiving තියෙන්නේ කවදද?
5. American Independant Day කවදද?

5. Assessment (Task): 10 mins

Give them a task to find out the following information

- Sri Lankan independant day
- Sinhala & Hindu New year's Day
- National Heros' Day

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To make polite requests
Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
ජෝව් : මං ගෙදර යන්නද? (May I go home?)	- asking for permission
ගුරුවරයා : හා. (o.k.)	- giving permission
Grammar S(1st person) + v(infinitive) + ද?	

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to ask permission to use office equipment
Teaching Point	**Grammar: S(1st person) + v(infinitive) + ද?** **& Dialogue**
Materials needed	Paper strips, picture dialogue, listening grids, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review the infinitive form of the verb

2. **Presentation:** **15 mins**

   Present the concept through a simulation. Pretend as you have forgotten your pen and touch a students pen on the table and say: **මෙඩම්: මං මේ පෑන ගන්නද?** You will observe that the student will immediately respond to it. Then analyse the structure and present the meaning and the form.

3. **Practice:**

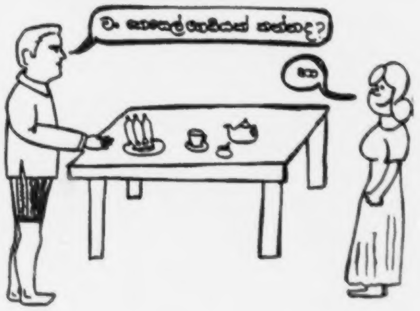
   Listening - **20 mins**

   1. Read out sentences like the following and get the students to say **හා** or **එපා**.

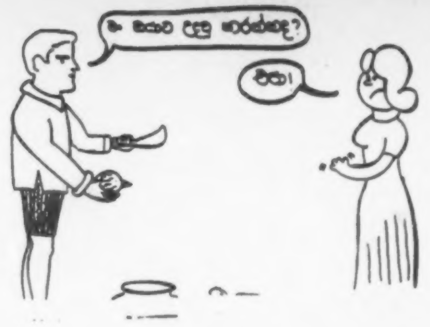
      1. **මට මහන්සියි. මං නිදාගන්නද?**
      2. **අපිට කම්මැලියි. අපි යන්නද?**
      3. **මට තිබහයි. මං වතුර බොන්නද?**
      4. Project Director **කතාකරනවා. මං යන්නද?**

   2. Read out the following descriptions and ask the students fill the grid with / or X .

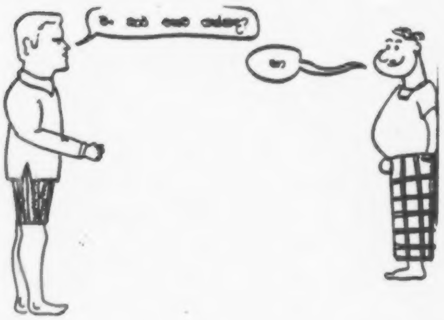
වසර් ඊයේ හවස ගෙදර ගිහිල්ලා තේ බිව්වා.
ඊට පස්සේ එයා කුස්සියට ගියා.
එයා ඇහුවා මං කෙසෙල් ගෙඩියක් කන්නද?
අම්මා කිව්වා හා.



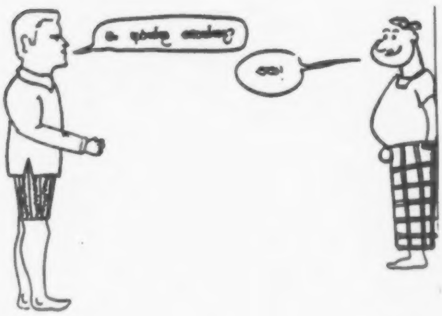
එයා කෙසෙල් ගෙඩියක් කාලා ඇහුවා
මං ඔයාට උදව් කරන්නද?
අම්මා කිව්වා එපා.


මං ඔයාට උදවු කරන්නද?
එපා!

ඊටපස්සේ එයා තාත්තා ළඟට ගියා.
එයා ඇහුවා මං බාර් එකට යන්නද?.
තාත්තා කිව්වා හා.


මං බාර් එකට යන්නද?
හා

ඊටපස්සේ වතර් ඇහුවා
මං අරක්කු බොන්නද?
තාත්තා කිව්වා එපා.


මං අරක්කු බොන්නද?
එපා!

Asking permission:	හා	එපා
to eat banana		
to help		
to go to the bar		
to drink arrack		

Listening & Speaking - **5 mins**

1. Say a related word and students say the permission form.

Tr:	බත්	Ss:	(කන්නද?)
Tr:	ටී.වී.	Ss:	....
Tr:	සිගර්	Ss:	....
Tr:	වතුර	Ss:	....

Speaking - **15 mins**

1. Write the following statements on paper strips and distribute a set to each pair. One student takes one strip at random and ask appropriate permission question. The other responds accordingly.

You are tired

මට මහන්සියි. මං නිදාගන්නද? එපා

Statements:

You are tired

You are sleepy

The door is open

You are hungry

Your teacher is moving the board

You are nervous and you feel like smoking in the class

4. Application (use): **15 mins**

Role Play:

Roles: PCT/Language Instructor
Situation: at the training site
Purpose: PCT asks appropriateness of the following actions. LI responds

- to wear shorts to the temple
- to wear shorts to the class
- to smoke inside the training site
- to watch movies after the classes
- to have a party on Sunday

5. Assessment (Task): 10 mins

Students go to the office assistant and asks permission to use the following items.

- the type writer
- the photo copier
- the computer
- the telephone

6. Contingency Plan:

7. Comments/Self Evaluation

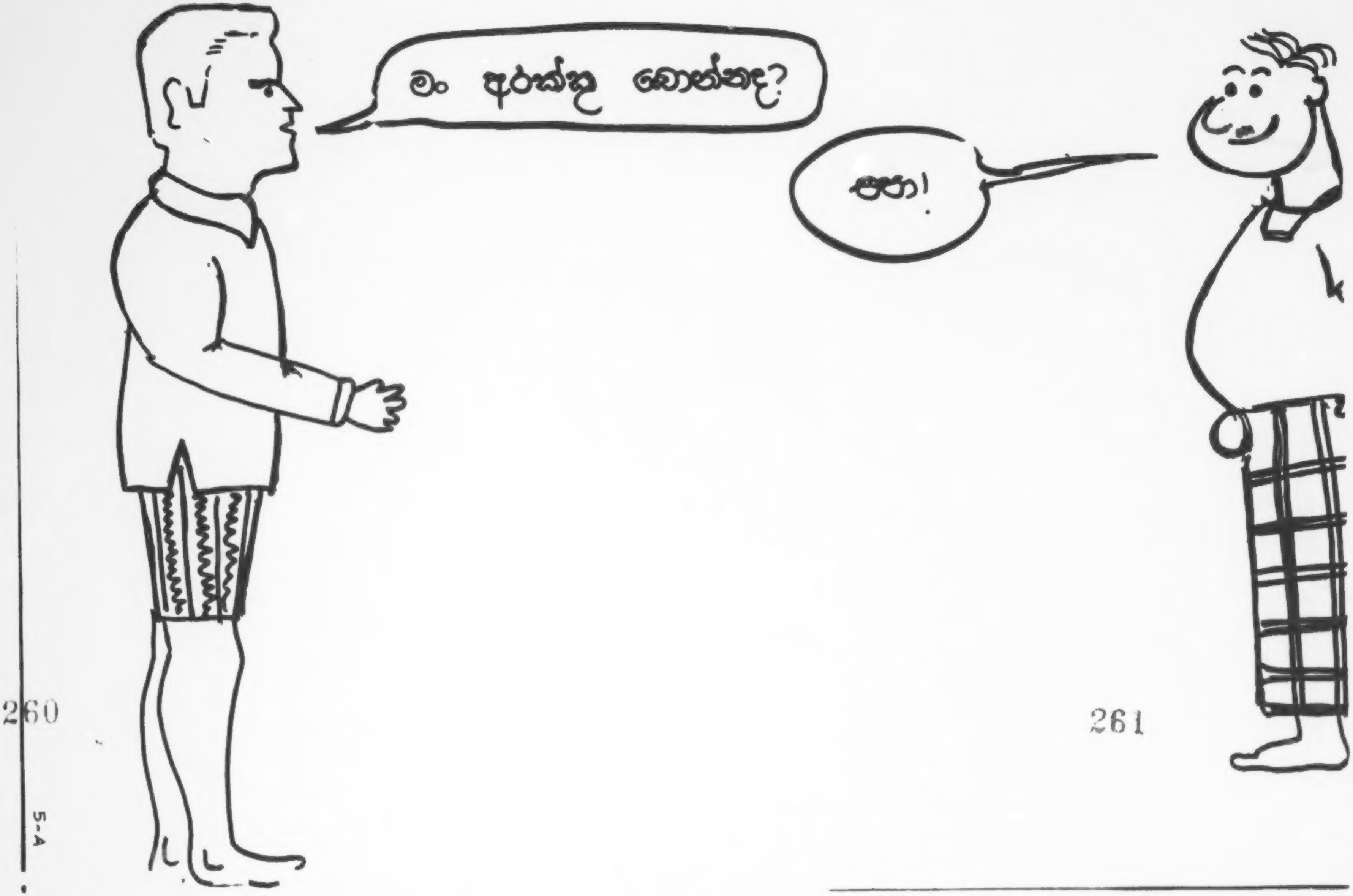
GRAMMAR NOTE

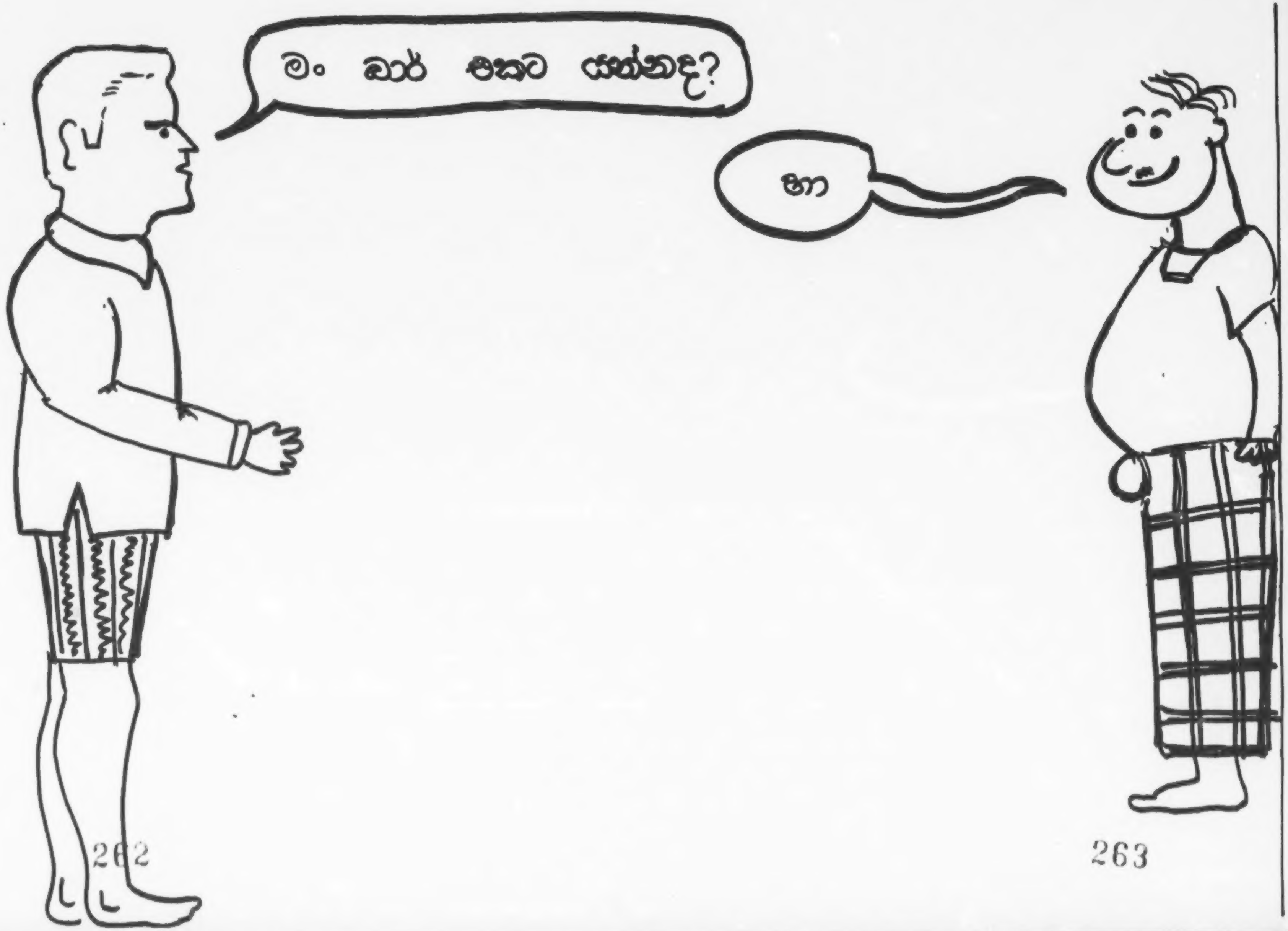
Verb Infinitive + ද? :

This is formed thus:

යන්නද?	May (I/We) go?
ගන්නද?	May (I/We) take?

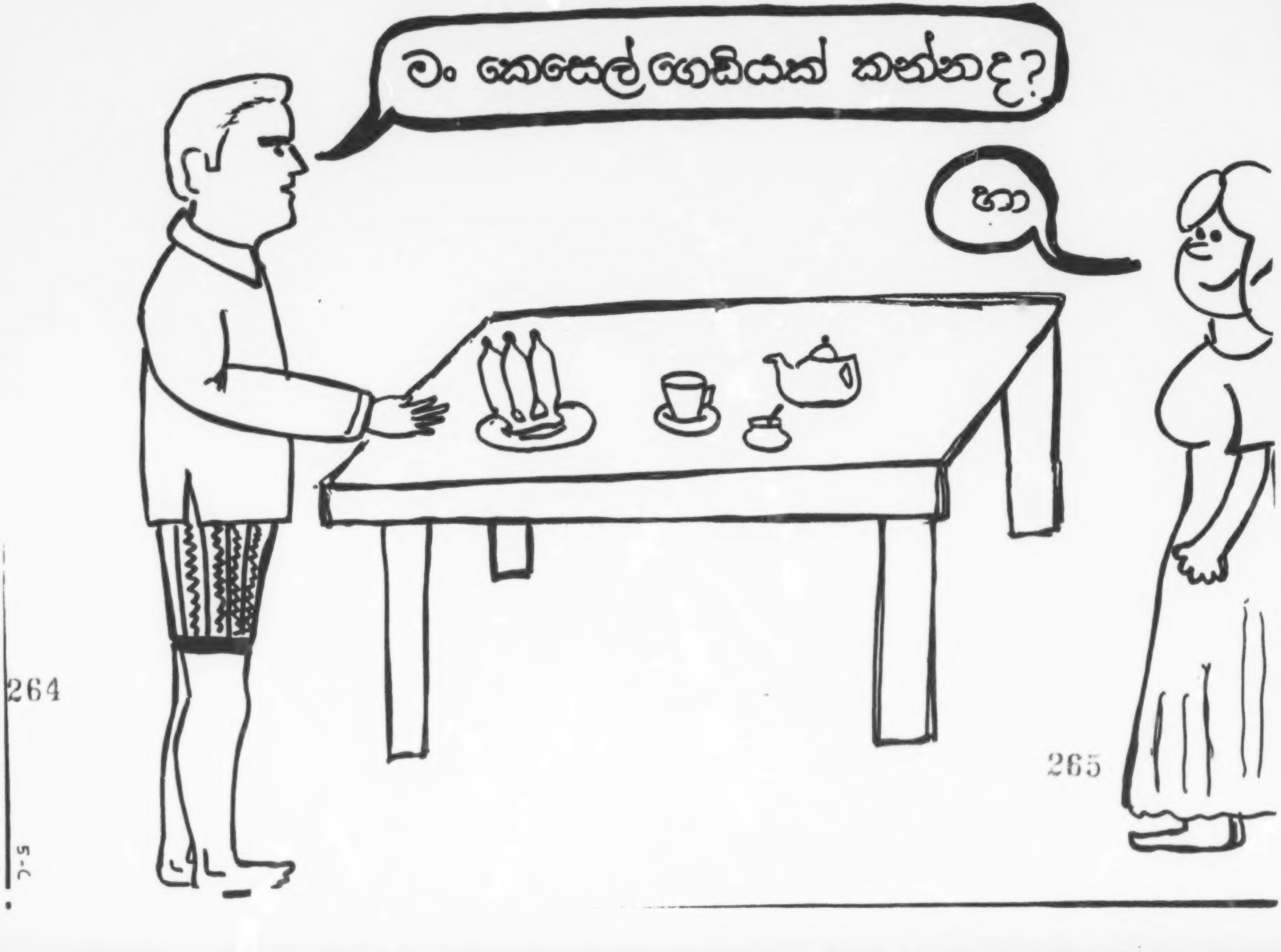
This form is used for asking permission to do something. It is only used with 1st person.


මං අරක්කු බොන්නද?
හා!
260
261
5-A


මං බාර් එකට යන්නද?
හා

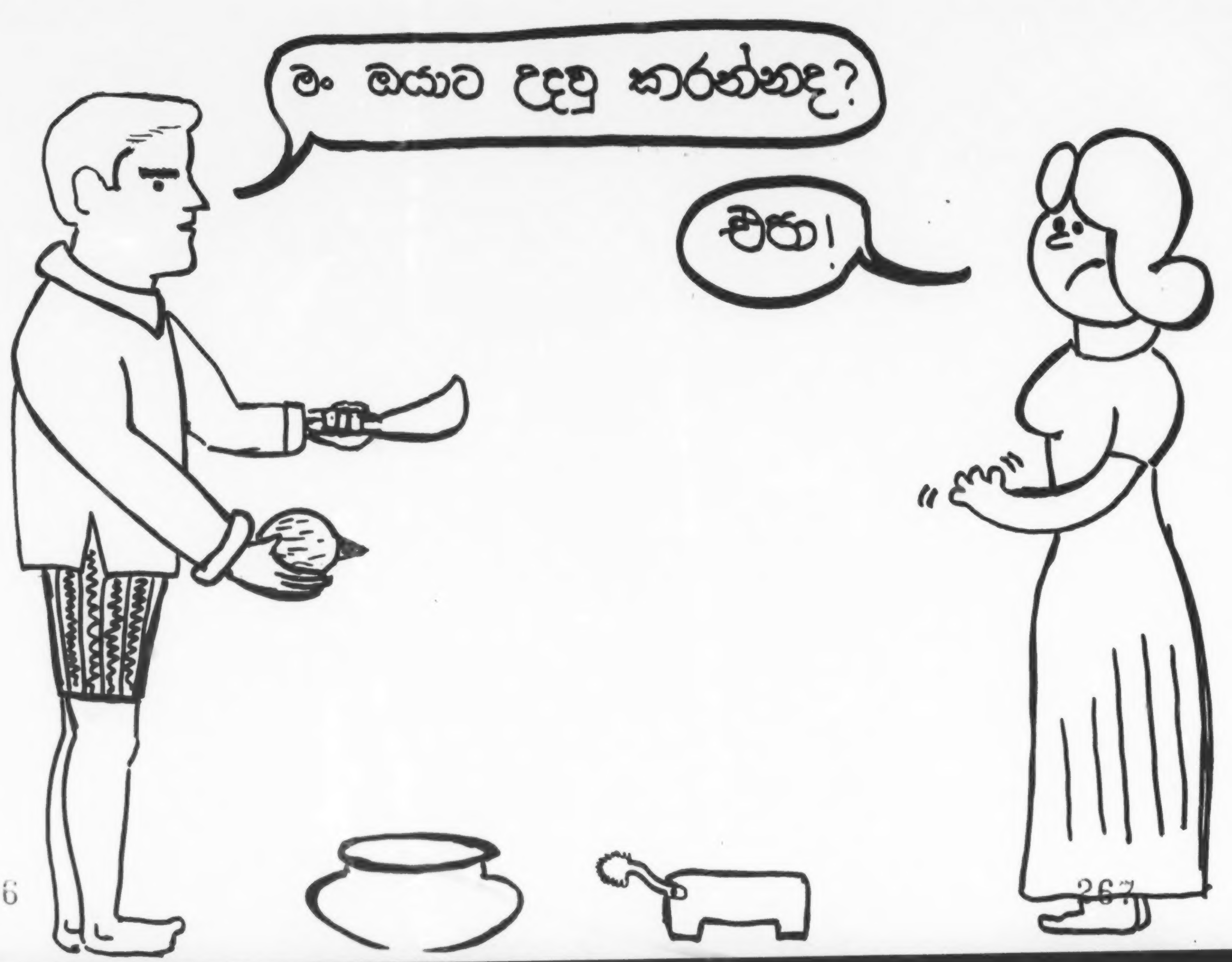
262

263


මං කෙසෙල් ගෙඩියක් කන්නද?
හා

264

265


මං ඔයාට උදවු කරන්නද?
එපා!

Social Life

Competency : To make polite requests

Situation : with host family/in the classroom

Dialogue II

Roles: PCT/Host Father	Functions
පීසී : පොඩ්ඩක් මට දොර වහනවද? (Can you please close the door)	- requesting
අප්පච්චි : හා (o.k.)	- agreeing

Phrases

කරුණාකරලා [illegible]

Grammar

S(2nd person) + verb(present) + ද?

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to borrow an item
Teaching Point	**Grammar: S(2nd person) +verb(present)+ද?** **Phrase & Dialogue**
Materials needed	Picture dialogue, paper strips, role play cards

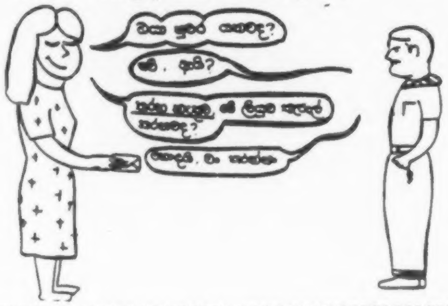
Procedure

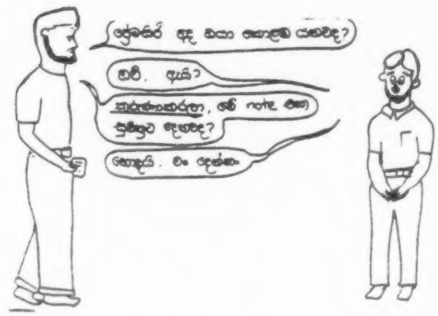
1. **Warm up/Review:** **5 mins**

   Review the present tense verbs

2. **Presentation:** **15 mins**

   Present the structure using picture dialogues.


ඔයා [illegible] යනවද?
ඔව්, ඇයි?
කරුණා කරලා මේ ලියුම තැපැල් කරනවද?
හොඳයි, මං කරන්නම්


ප්‍රේමසිරි අද ඔයා කොළඹ යනවද?
ඔව්, ඇයි?
කරුණාකරලා, මේ note එක [illegible] දෙනවද?
හොඳයි, මං දෙන්නම්

Elicit the grammar rule and the meaning from the students.

3. Practice:

Listening - **10 mins**

1. Read out sentences Students select sentences of correct meaning taught above. (Asking for favour)

    1. මට සීතලයි. අර දොර වහනවද?
    2. ඔයාලා අද බාර් එකට යනවද?
    3. මට තේ එකක් දෙනවද?
    4. අනේ මට පැනඩෝල් දෙකක් ගේනවද?
    5. ඔයාලා සිංහල ඉගෙනගන්නවද?
    6. තරහ නැතුව හිමිහිට ටිකක් කතාකරනවද?

Listening & Speaking - **15 mins**

1. Ask for some favours from the students. Students agree to do or refuse politely using හොඳයි or තරහවෙන්න එපා..දැන් බෑ.

    1. පැන පොඩ්ඩක් දෙනවද?
    2. මට ඩොලර් සීයක් දෙනවද?
    3. පොඩ්ඩක් එළියට යනවද?
    4. මට පොඩ්ඩක් උදව් කරනවද?
    5. fan එක පොඩ්ඩක් දානවද?
    6. මගෙ බැග් එක පොඩ්ඩක් බලාගන්නවද?

Speaking - **10 mins**

1. Write all the above sentences from the listening exercise and listening and speaking exercise and write them on paper strips. Give each pair a set of strips. One student selects the correct sentence and asks the favor from the other. who in turn would agree to do or refuse to do politely.

4. Application (use): **20 mins**

Role Play:

Roles: PCV/Passangers/conductor
Situation: on a crowded private bus
Purpose: you are squeezed and request the passangers to get aside.

- the conductor requests the passangers to go to the back, request the footboard travellers to come up, request the people hurry a bit when getting in and getting off.
- PCV requests the passanger on a seat to keep his/her bag. (පොඩ්ඩක් තියාගන්නවද?)
- you get a seat, you are requested to take care of a bag of a passanger who cannot even stand.

5. Assessment (Task): **10 mins**

Send the students to borrow an article from a known Sri Lankan using the structure.

6. Contingency Plan:

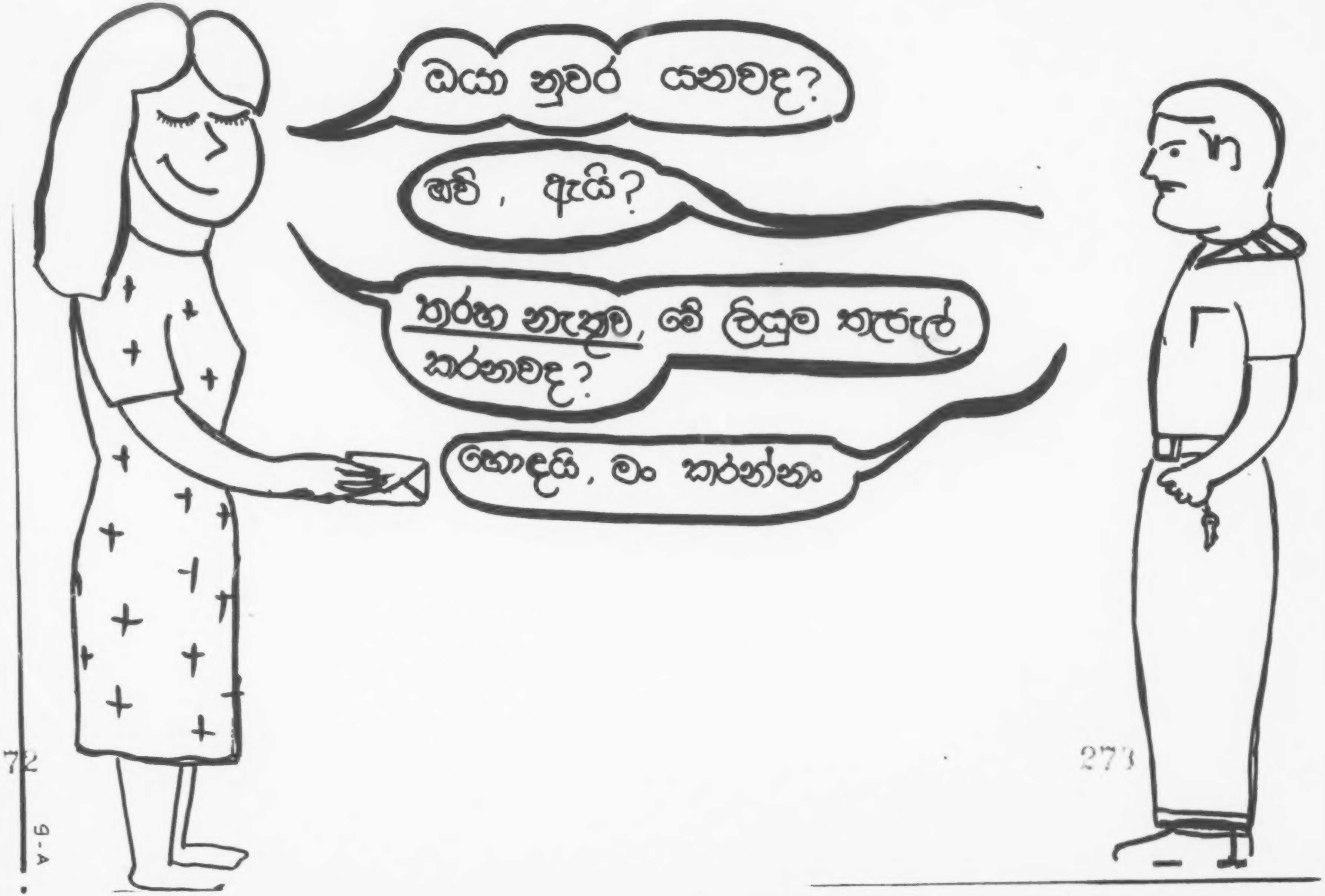
7. Comments/Self Evaluation

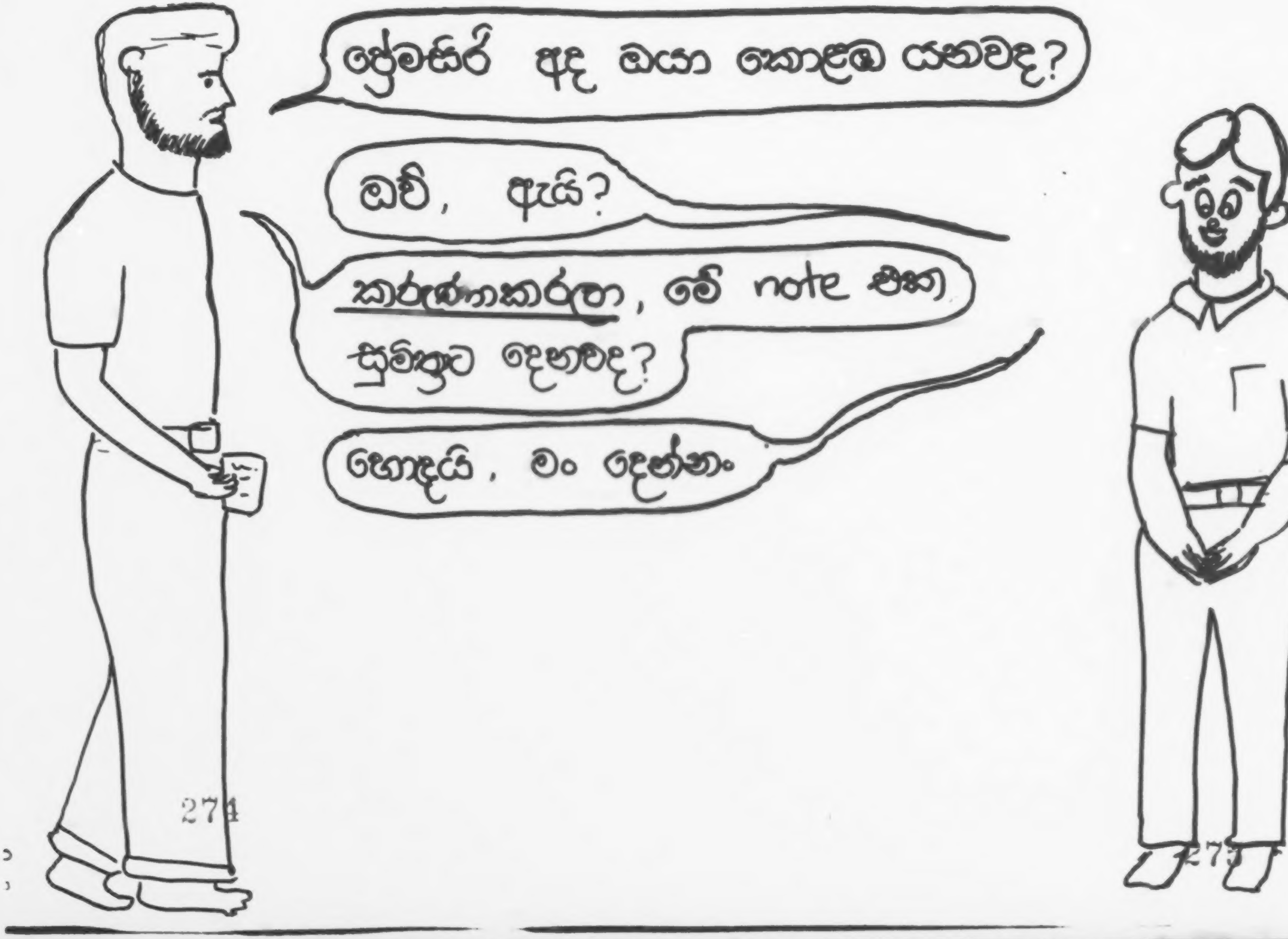
GRAMMAR NOTE

Subject (2nd person) + V(present) + ද :

This structure is used for making polite requests. Most of the time the subject 'ඔයා' is not used as it is understood from the context.

ඔය පෑන දෙනවද?	Will you please pass (give) me that pen?


ඔයා නුවර යනවද?
ඔව්, ඇයි?
තරහ නැතුව, මේ ලියුම තැපැල් කරනවද?
හොඳයි, මං කරන්නං
9-A


ප්‍රේමසිරි අද ඔයා කොළඹ යනවද?
ඔව්, ඇයි?
කරුණාකරලා, මේ note එක සුමිත්‍රාට දෙනවද?
හොඳයි, මං දෙන්නං

Social Life

Competency : To make polite requests
Situation : with host family

Dialogue III

Roles: PCT/Host Mother	Functions
ජිම් : මට වතුර ටිකක් දෙන්න පුළුවන්ද? (Could you please give me some water?)	- requesting
අම්මා : ආ...මෙන්න (Here, you are)	- agreeing

Grammar

S(Dative) + පුළුවන් / බෑ

S(Dative) + Verb(infinitive) + පුළුවන් / බෑ

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the structure and request someone to do some errands
Teaching Point	**Grammar:** S(Dative) + Verb infinitive + පුළුවන් / බැ
Materials needed	Picture dialogues, information gap sheets, role play cards

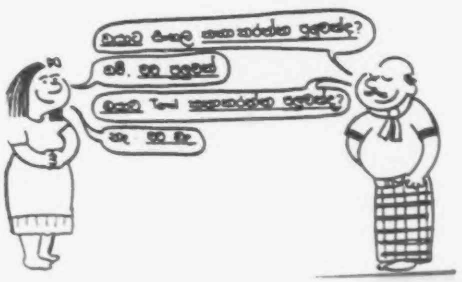
Procedure

1. **Warm up/Review:** 5 mins

   Review verb infinitive form of the verb.

2. **Presentation:** 15 mins

   Present the structure using a picture dialogue.



ඔයාට සිංහල කතාකරන්න පුළුවන්ද?	ඔව්. මට පුළුවන්
ඔයාට Tamil කතාකරන්න පුළුවන්ද?	නැ. මට බැ

Present more examples such as..

ජෝර්ට සිංදු කියන්න බැ නමුත් නටන්න පුළුවන්.
ආර්ට කෑම කන්න පුළුවන් නමුත් උයන්න බැ.
කැතර්න්ට පීනන්න පුළුවන් නමුත් ටෙනිස් ගහන්න බැ.
එයාට French උගන්නන්න බැ නමුත් ඉංග්‍රීසි උගන්නන්න පුළුවන්.

3. Practice:

Listening - 15 mins

Read the following passage and ask the students to mark ✓ X on the grid.

සිලත්මි වැවගරත්නේ මිබිලේ. එයාට හොදට සිංහලයි ඉංග්‍රීසියි උගන්නන්න පුළුවන්. ඒත් එයාට දෙමළ උගන්නන්න බැ. එයාට ටෙනිස් ගහන්න පුළුවන් ඒත් ක්‍රිකට් ගහන්න බැ. එයාට දුවන්න පුළුවන්. ඒත් පනින්න බැ හැබැයි නටන්න පුළුවන්.

සිලත්මිට	පුළුවන්	බැ
සිංහල උගන්නන්න		
දෙමළ උගන්නන්න		
ඉංග්‍රීසි උගන්නන්න		
ටෙනිස් ගහන්න		
ක්‍රිකට් ගහන්න		
දුවන්න		
පනින්න		
නටන්න		

Listening & Speaking - 5 mins

1. Say incomplete sentences using the sturucture. Students complete using පුළුවන් / බැ.

Tr: සුමිත්‍රාට සිංදු කියන්න Ss: (පුළුවන්)
Tr: Clintonට කතාකරන්න Ss: ....
Tr: Michael Jacksonට නටන්න Ss: ....
Tr: ජෝර්ජ්ට සිංහල කතාකරන්න Ss: ....

Speaking - 15 mins

1. Information Gap A

	Italian කෑම උයන්න	පීනන්න	නටන්න	සිංදු කියන්න
Sumithra	?	✗	?	?
Tom	✓	?	✗	?
Mary	?	✓	?	✓

Information Gap B

	Italian කෑම උයන්න	පීනන්න	නටන්න	සිංදු කියන්න
Sumithra	✓	?	✓	✓
Tom	?	✓	?	✗
Mary	✗	?	✓	?

4. Application (use): 15 mins

Role Play: Roles: PCT/Sri Lankan
Situation: At the office

Purpose: You are interviewing a Sri lankan for a job ask him/her whether she could do the following:

- Whether he/she can speak English
- Whether he/she can type
- Whether he/she can operate computer
- Whether he/she can operate the photo copier
- Whether he/she can to drive

5. Assessment (Task): 10 mins

Introduce the meaning of REQUESTING (මට වැඩක් කරලා දෙන්න පුළුවන්ද?) in this sturucture and ask the students to go to the Peace Corps Driver and request him to post their letters and bring some aerogrammes.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Constructions with 'පුළුවන්' 'can':

පුළුවන් is an irregular verb. The affirmative pattern is:

S (Dative) + V(Infinitive) + පුළුවන්

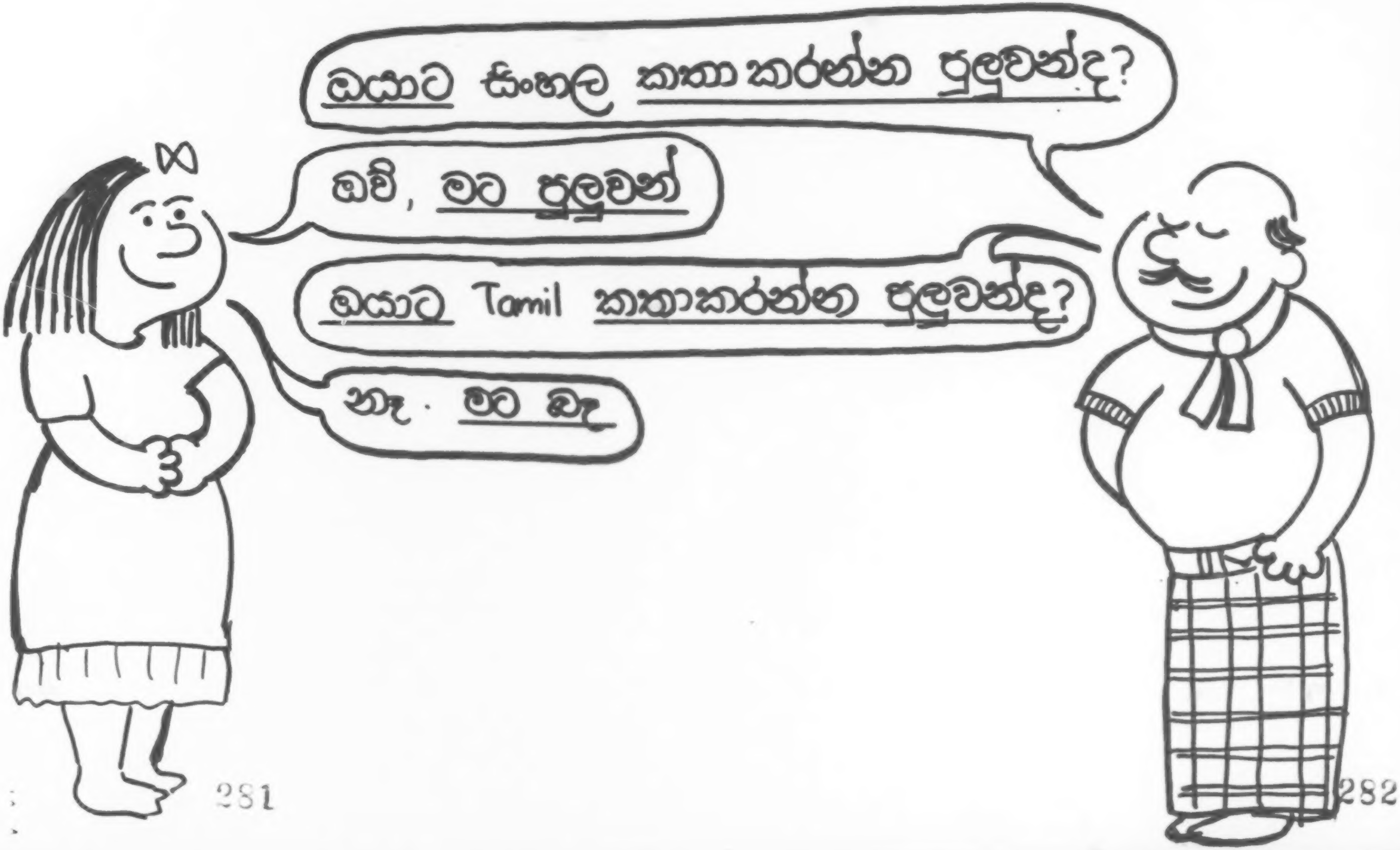
මට හෙට යන්න පුළුවන්	I can go tomorrow.
එයාට මහන්න පුළුවන්	She can sew.

The negative pattern is:

S(Dative) + V(Infinitive) + බෑ

මට කන්න බෑ	I cannot eat.

The interrogative forms are: පුළුවන්ද? and බැරිද?


ඔයාට සිංහල කතා කරන්න පුළුවන්ද?
ඔව්, මට පුළුවන්
ඔයාට Tamil කතාකරන්න පුළුවන්ද?
නෑ. මට බෑ

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LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	**Dialogue**
Materials needed	Pictue dialogue, role play cards

Procedure

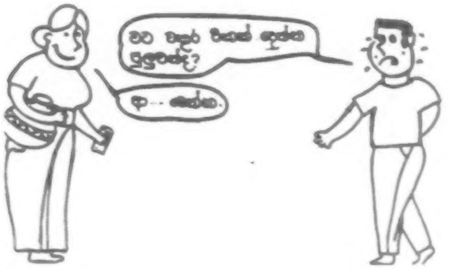
1. **Warm up/Review:** **5 mins**

   Review the previous lesson

2. **Presentation:** **5 mins**

   Present the dialogue through a picuture dialogue.

   මට වතුර ටිකක් දෙන්න පුළුවන්ද? **ආ.. මෙන්න**


මට වතුර ටිකක් දෙන්න පුළුවන්ද?
ආ... මෙන්න.

3. **Practice:**

   Listening - **5 mins**

   Read the dialogue several times for the students to listen.

Listening & Speaking - **10 mins**

Give some situations and ask the students how would they request using the form.

1. ඔයාට බඩගිනියි. ඔයා අම්මගෙන් කෑම ඉල්ලන්නේ කොහොමද?
2. ඔයාට තිබහයි. ඔයා නංගිගෙන් වතුර ටිකක් ඉල්ලන්නේ කොහොමද?
3. ඔයාට පෑනක් නෑ. ඔයාගේ යාලුවාගෙන් පෑනක් ඉල්ලන්නේ කොහොමද?
4. ඔයාට සනීප නෑ. Office Assistantගෙන් Tylenol ඉල්ලන්නේ කොහොමද?

Speaking - **10 mins**

Take the above situations in the L & S exercise and practice as dialogues

4. **Application (use):** **15 mins**

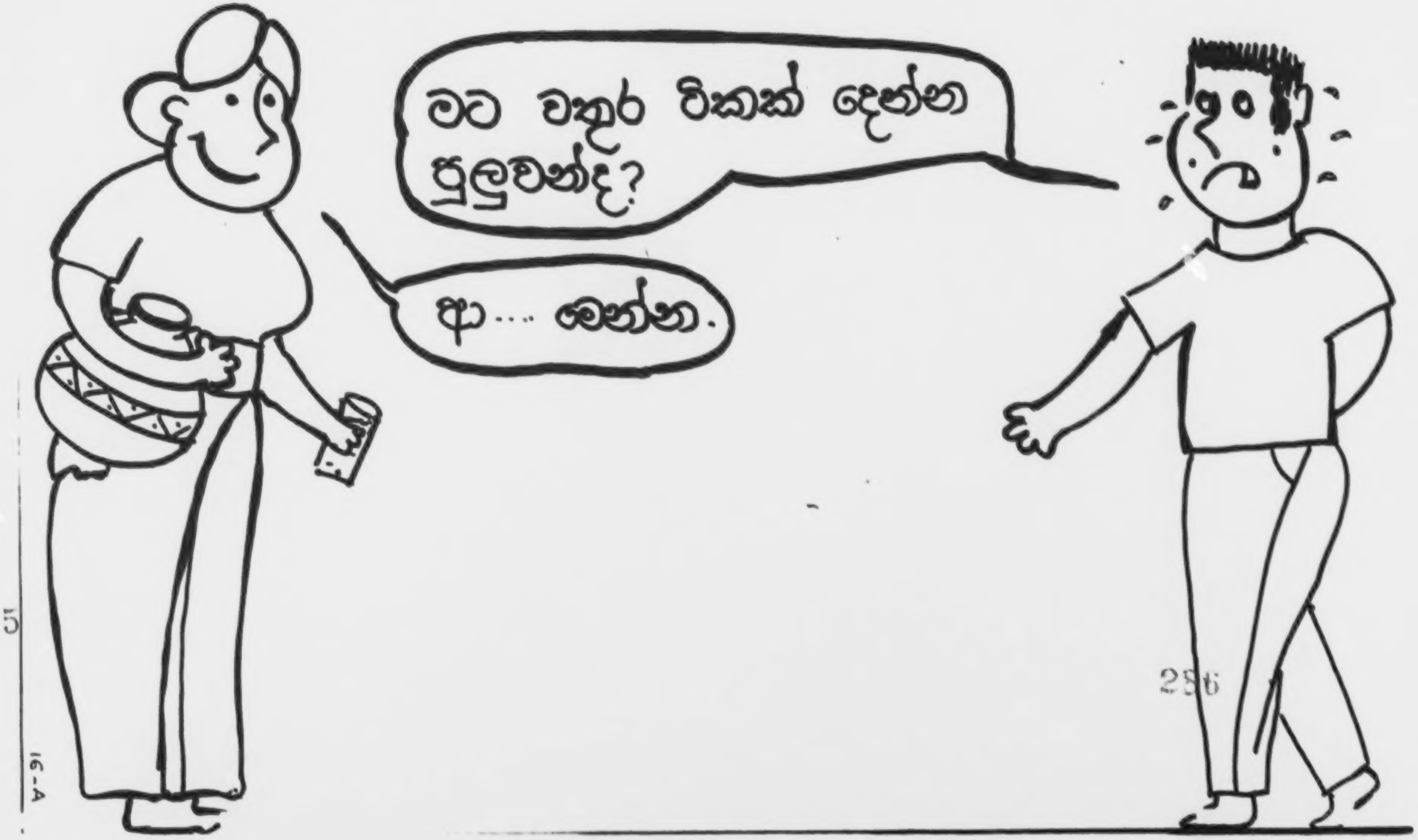
Role Play:	Roles:	PCT/Post Office clerk
	Situation:	At the Post Office
	Purpose:	Go to the post office and do the following using the structure learnt.

- ask for a telegram form
- ask for aerogrammes
- buy 2 rupee stamps
- make a telephone call

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


මට වතුර ටිකක් දෙන්න පුලුවන්ද?
ආ.... මෙන්න.

Social Life

Competency : To make polite requests

Situation : At the training site/Any social situation

Dialogue IV

Roles: PCT/Project Director		Functions
[illegible] :	මං මෙතන සිගරට් බිව්වට කමක් නැද්ද? (Is it o.k. for me to smoke here?)	- asking for permission
ව්‍යාපෘති අධ්‍යක්ෂ :	කමක් නෑ (Doesn't matter)	- giving permission

Grammar

Verb(past tense) ට + කමක් නෑ

LESSON PLAN I

Estimated Time	1 hour & 10 minutes
Objective	At the end of the lesson the students will be able to ask if its okay to do laundry in the training site
Teaching Point	**Grammar: Verb(past tense)ට + කමක් නෑ & Dialogue**
Materials needed	Picture dialogues, role play cards

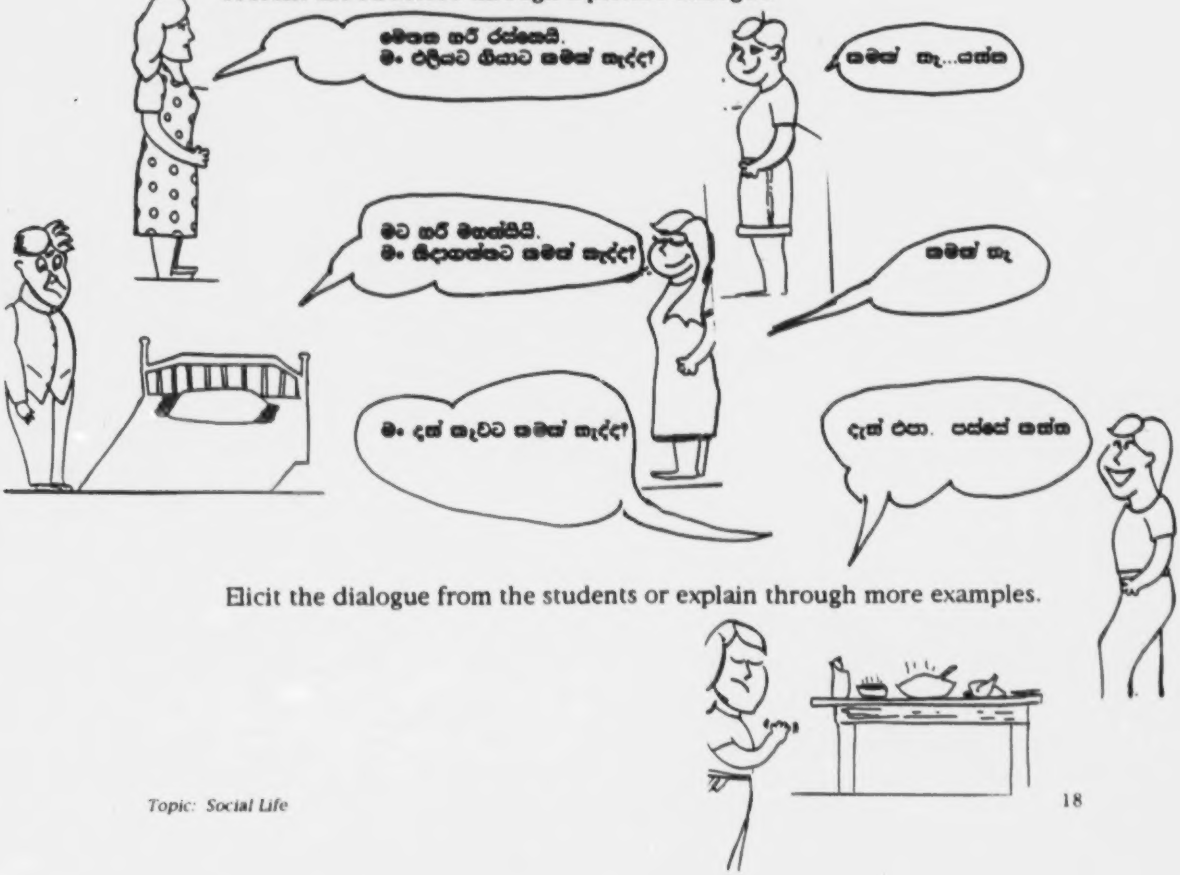
Procedure

1. **Warm up/Review:** **5 mins**

   Review the past tense verbs.

2. **Presentation:** **15 mins**

   Present the structure through a picture dialogue.


මෙතන හරි රස්නෙයි.
මං එළියට ගියාට කමක් නැද්ද?
කමක් නෑ...යන්න
මට හරි මහන්සියි.
මං නිදාගත්තට කමක් නැද්ද?
කමක් නෑ
මං දැන් කෑවට කමක් නැද්ද?
දැන් එපා. පස්සේ කන්න

Elicit the dialogue from the students or explain through more examples.

3. Practice:

Listening - 5 mins

Read out the dialogues with correct intonation patterns

Listening & Speaking - 10 mins

1. Ask questions like the following. Students answer appropriately.

අපි පංසලට යනවා. [illegible] ඇඳීමට කමක් නැද්ද?
[illegible] [illegible] [illegible] කමක් නැද්ද?
motor bike පැදීමට කමක් නැද්ද?
[illegible] [illegible] [illegible] [illegible] කමක් නැද්ද?
[illegible] [illegible] [illegible] කමක් නැද්ද?

Speaking -

1. Students work in pairs and practice above dialogues

4. Application (use): 15 mins

Role Play: Roles: PCT/Host mother
Situation: At the host family

Purpose: Ask the host mother if its okay to do the following.
-to take the bucket for washing clothes
-to wear jeans to a Buddhist temple
-to put the clothes outside to dry
-to take a chocolate as a gift for a wedding

5. Assessment (Task): 10 mins

Ask the students to go and speak to the training site manager if its okay to wash clothes in the trainees' bathroom and put them out to dry.

6. Contingency Plan:

7. Comments/Self Evaluation

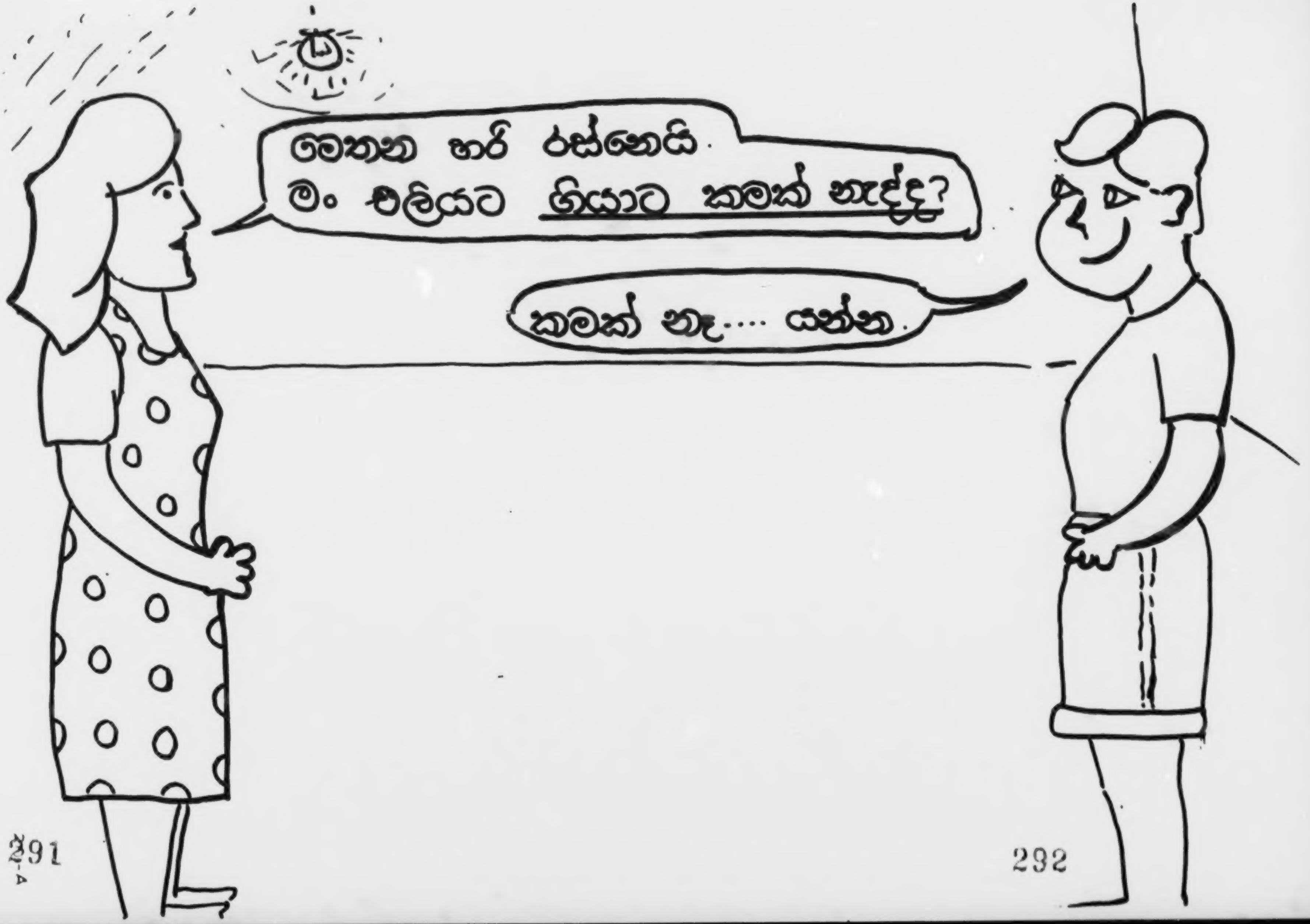
GRAMMAR NOTE

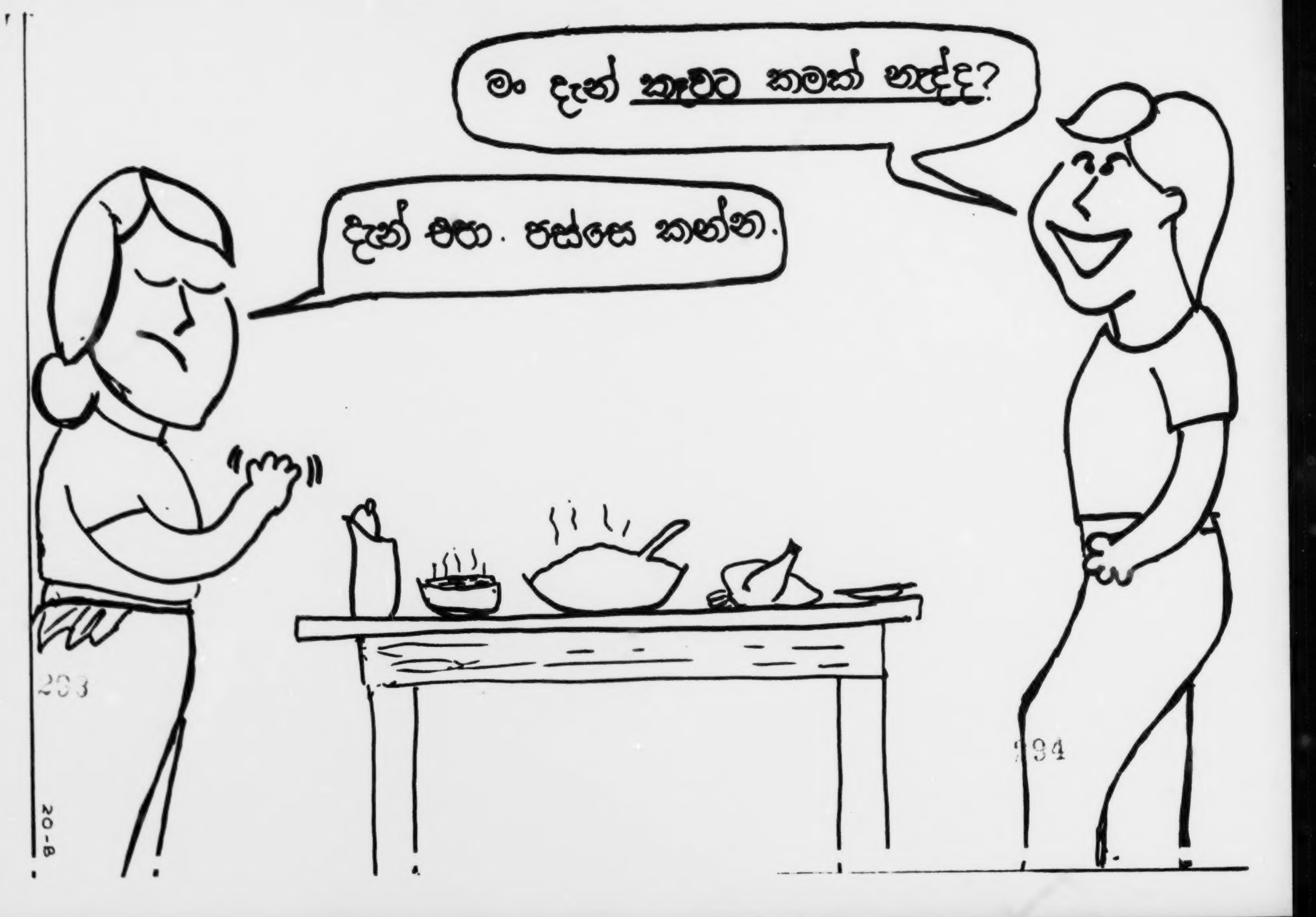
Constructions with කමක් නෑ :

The phrase itself means 'It does not matter'. However when used with the past tense in the interrogative form it would mean asking appropriateness of an action.

මං මෙතන වාඩිවුණාට කමක් නැද්ද?	Is it okay if I sit here?

When answered කමක් නෑ here would mean 'It is okay'.


මෙතන හරි රස්නෙයි.
මං එලියට ගියාට කමක් නැද්ද?
කමක් නෑ.... යන්න.



මං දැන් කෑවට කමක් නැද්ද?
දැන් එපා. පස්සෙ කන්න.
293
294
20-B

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to find out the day & the date of the poya day of the current month.
Teaching Point	**Dialogue**
Materials needed	Picture dialogue on newsprint, diary pages

Procedure

1. **Warm up/Review:**

2. **Presentation:** **15 mins**

   Present the dialogue through a picture dialogue

අද දවස මොකක්ද?	**බදාදා.**
දිනේ කවද්ද?	**විසිවෙනිදා.**

3. **Practice:**

   Listening - **5 mins**

   1. Read the dialogue several times for the students to listen.

   Listening & Speaking - **5 mins**

   1. Take roles and practice the dialogue with correct intonation.

Speaking - 15 mins

1. Students practice the dialogue in pairs.
2. Teacher points at dates on the calendar and students substitute that information and practice the dialogue in pairs.
3. Students substitute ඊයේ, හෙට, පෙරේදා, අනිද්දා and practice.

4. Application (use): 10 mins

Role Play:	Roles:	PCT- Sri Lankan
	Situation:	at a restaurant/at home
	Purpose:	Making an appointment to go out for dinner but the friend is busy whole week. Discuss and make an appointment.

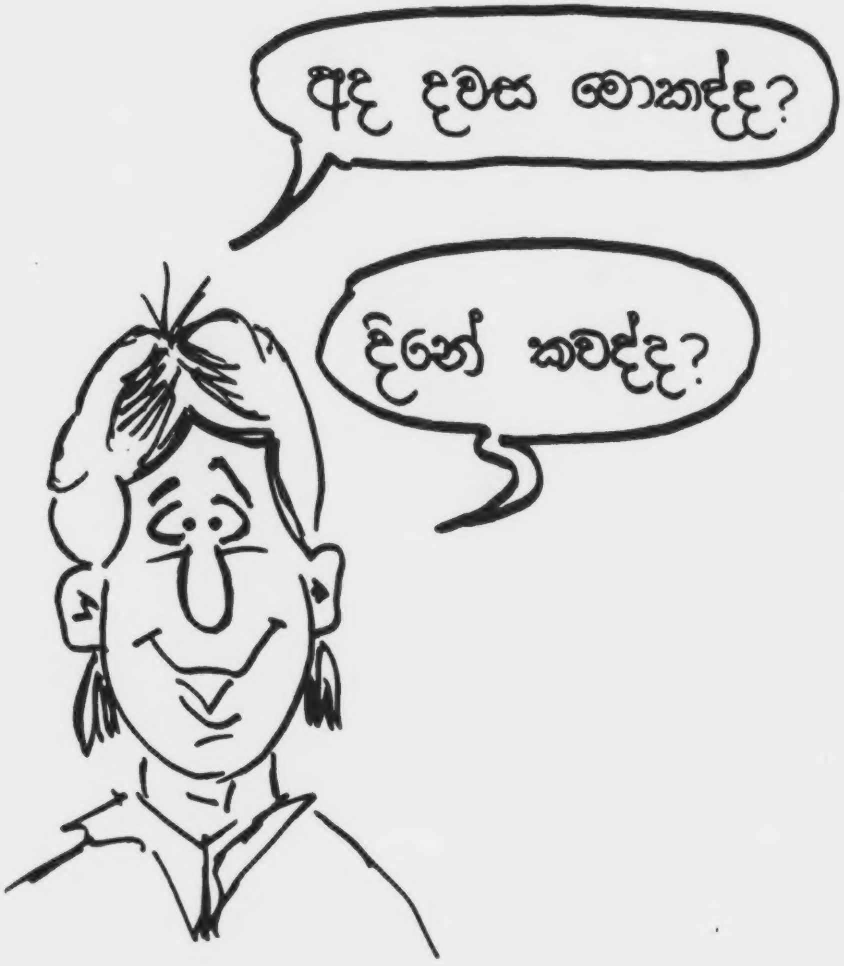
5. Assessment (Task): 10 mins

Ask the students find out the following information from a Sri Lankan.

- the day & date of the poya day of the current month.

6. Contingency Plan:

7. Comments/Self Evaluation


අද දවස මොකද්ද?
දිනේ කවද්ද?

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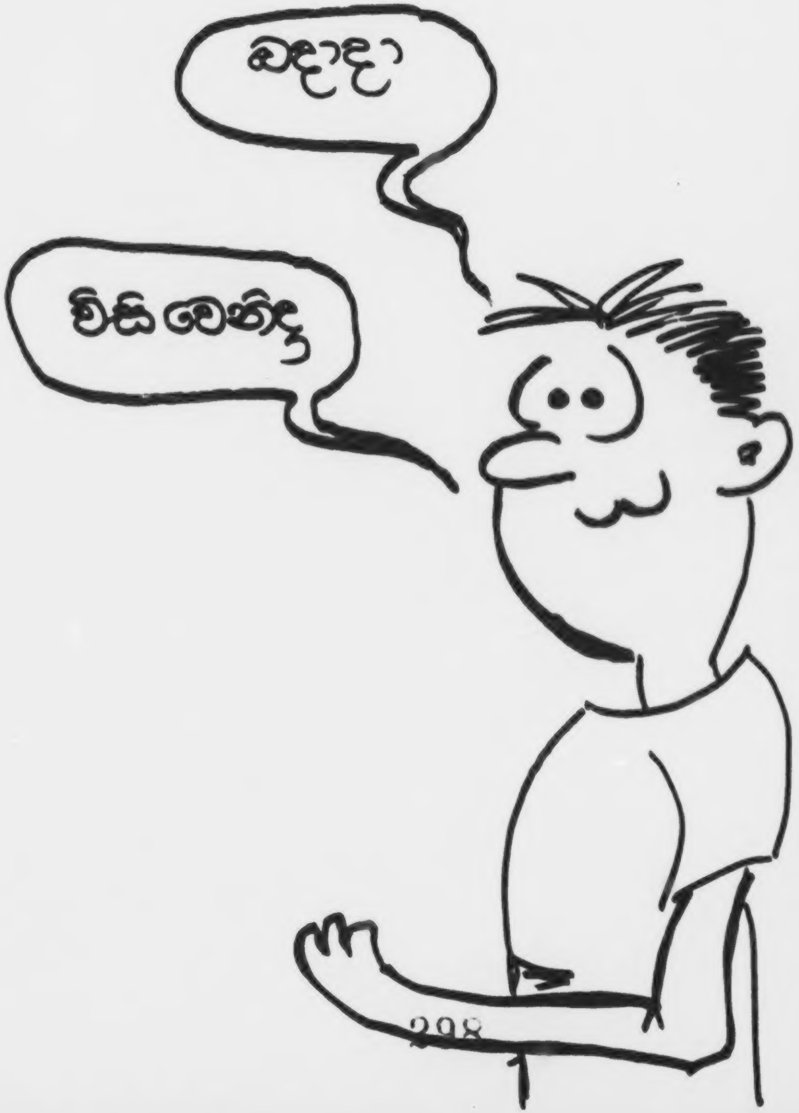

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Classroom Orientation

Competency : To identify daily routines

Situation : classroom

Dialogue I

Roles: PCT/Teacher	Functions
ගුරුවරයා : ඔයා උදේට නැගිටින්නේ කීයටද? (At what time do you get up in the morning?)	- asking for information
ටම් : උදේ හයට (At 6:00 a.m.)	- giving information
ගුරුවරයා : රෑට පාඩම් කරනවද? (Do you study at night?)	- asking for information
ටම් : සමහර දවස්වල නිදාගන්න ඉස්සෙල්ලා පාඩම් කරනවා. (I sometimes study before I go to bed)	- giving information

Grammar

V(infinitive) + ඉස්සෙල්ලා

V(past tense) + ට + පස්සේ

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able use the grammar to ask and answer questions
Teaching Point	Grammar: V(infinitive) + ඉස්සෙල්ලා
Materials needed	Picture dialogues, information gap sheets

Procedure

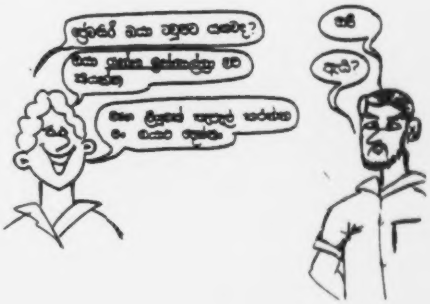
1. **Warm up/Review:** **5 mins**

   Review the infinitive form of the verbs

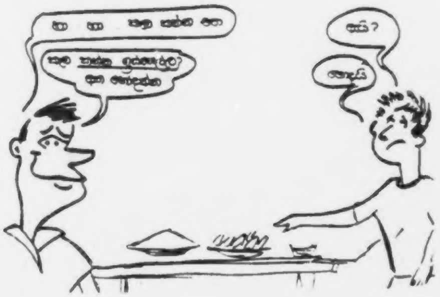
2. **Presentation:** **15 mins**

   Present the structure through a picture dialogue.

ප්‍රේමසිරි ඔයා වටුමට යනවද?	ඔව්.
ඔයා යන්න ඉස්සෙල්ලා මට කියන්න	ඇයි?
මගෙ ලියුමක් තැපැල් කරන්න මං ඔයාට දෙන්නං	


ප්‍රේමසිරි ඔයා වටුමට යනවද?
ඔව්
ඔයා යන්න ඉස්සෙල්ලා මට කියන්න
ඇයි?
මගෙ ලියුමක් තැපැල් කරන්න මං ඔයාට දෙන්නං

හා...හා...කෑම කන්න එපා.	ඇයි ?
කෑම කන්න ඉස්සෙල්ලා අත හෝදන්න	හොඳයි


හා හා කෑම කන්න එපා
කෑම කන්න ඉස්සෙල්ලා අත හෝදන්න
ඇයි?
හොඳයි

3. Practice:

Listening - **10 mins**

1. Read some sentences. Student listen and mark right or wrong on the given sheet.

   1. කෑම කන්න ඉස්සෙල්ලා අත හෝදනවා
   2. සිංහල ඉගෙනගන්න ඉස්සෙල්ලා සයිට් එකට යනවා.
   3. ලියුම් ලියන්න ඉස්සෙල්ලා තැපැල් කරනවා.
   4. පීනන්න ඉස්සෙල්ලා bathing suit අඳිනවා.
   5. නාන්න ඉස්සෙල්ලා සබන් ගානවා.

Listening & Speaking - **15 mins**

1. Students listen and answer questions such as:

   1. පන්සලට යන්න ඉස්සෙල්ලා කරන්නේ මොනවද?
   2. ලංකාවට එන්න ඉස්සෙල්ලා කෙරුවේ මොනවද?
   3. මෙහාට එන්න ඉස්සෙල්ලා හිටියේ කොහෙද?

2. Read out two sentences like the follwing. Students listen and combine them using the structure.

   Tr: ටිකට් ගන්නවා. movie බලනවා.

   Ss: movie බලන්න ඉස්සෙල්ලා ටිකට් ගන්නවා.

   Tr: සල්ලි දුන්නා. අන්නාසි ගත්තා.

   Ss: අන්නාසි ගන්න ඉස්සෙල්ලා සල්ලි දුන්නා.

Speaking - **15 mins**

1. Show two action cards. Students make sentences using the structure.

ජෝන් කෑම කනවා

ජෝන් නිදාගන්නවා

ජෝන් නිදාගන්න ඉස්සෙල්ලා කෑම කනවා

2. Put up a map of aeroplane route from Washington to Tokyo with usual landing places on the way. Students make sentences such as:

   1. Tokyo යන්න ඉස්සෙල්ලා Bangkok යනවා
   2. Bangkok යන්න ඉස්සෙල්ලා Delhi යනවා
   etc..

4. Application (use): 10 mins

Give a worksheet and get the students to ask and answer question in pairs.

- What did you do before you came to Sri Lanka?
- What did you eat before coming to the class?
- What did you say to your friends before coming to Sri Lanka? etc.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

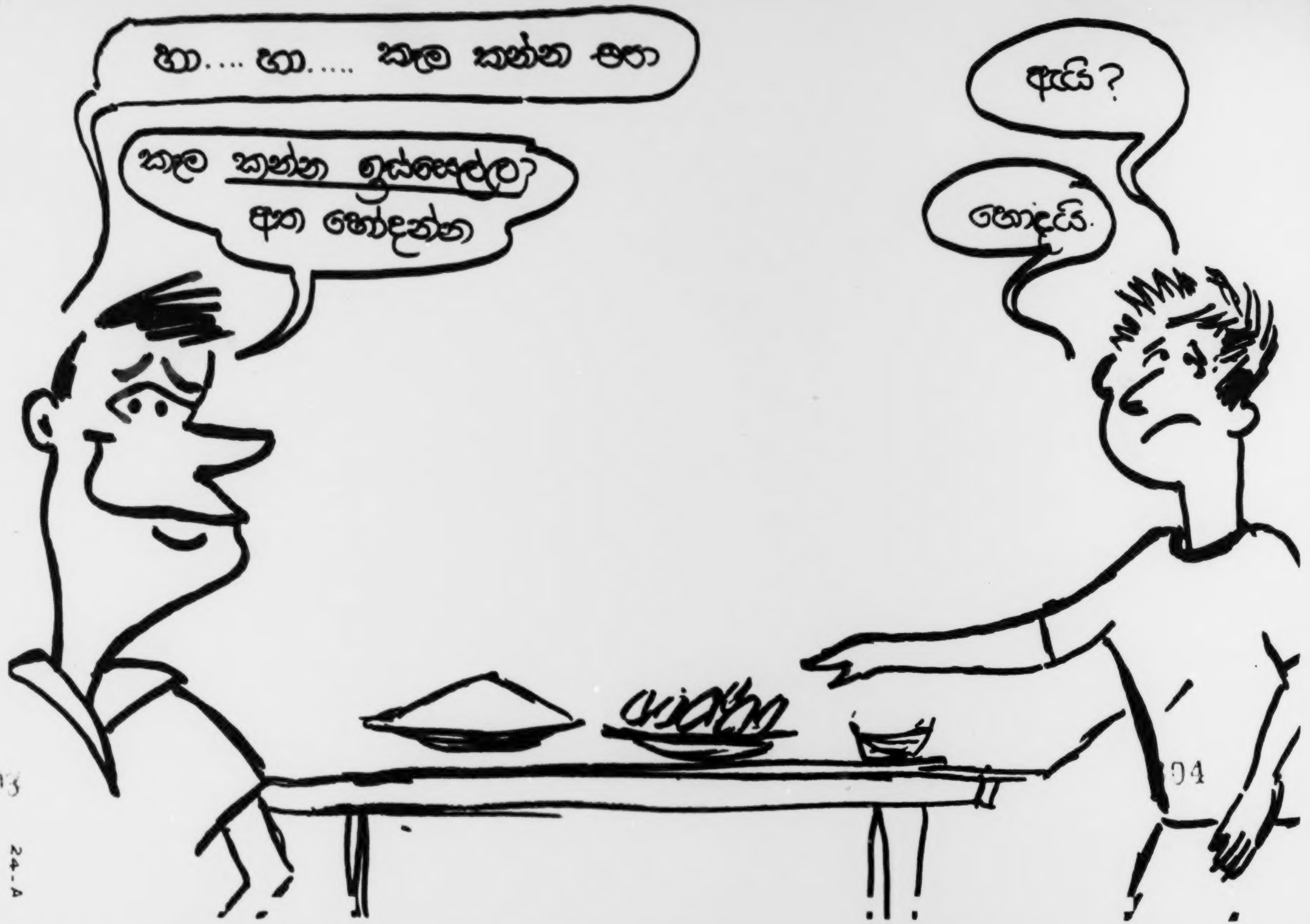
Temporal clause 'ඉස්සෙල්ලා':

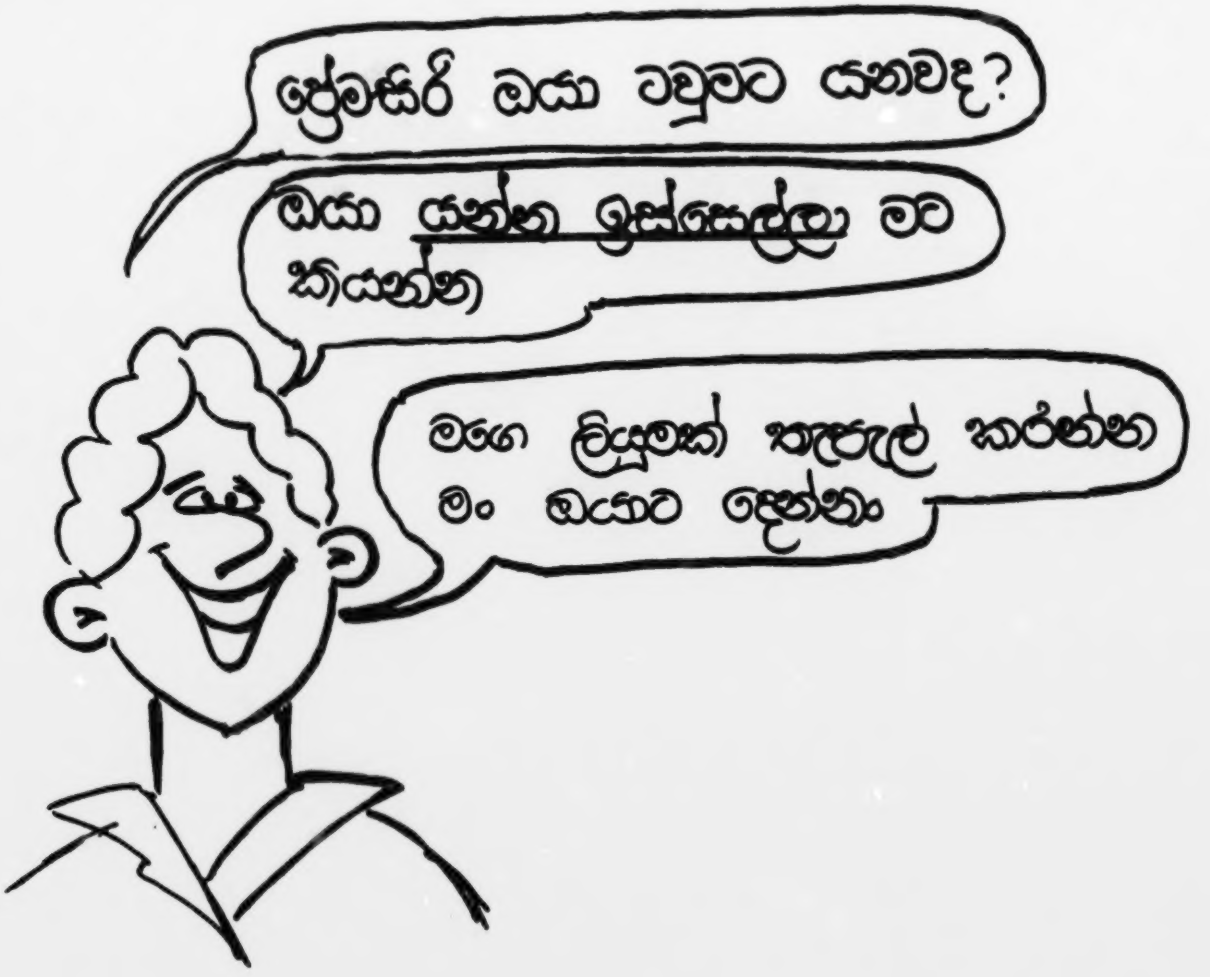
This is formed thus:

Verb (infinitive) + ඉස්සෙල්ලා + Main cluase

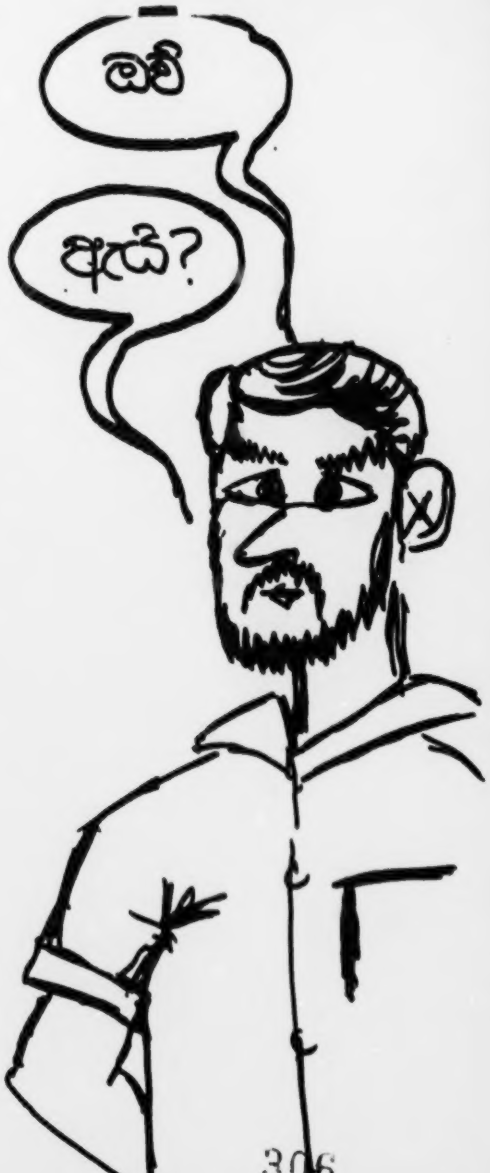
ලංකාවට එන්න ඉස්සෙල්ලා මං හෝටලේක වැඩ කෙරුවා	I worked in a hotel before coming to Sri Lanka.

Here again the final verb of the Main clause decides the meaning of the entire construction.


හා.... හා..... කෑම කන්න එපා
කෑම කන්න ඉස්සෙල්ලා අත හෝදන්න
ඇයි ?
හොඳයි.
303
304
24-A


ප්‍රේමසිරි ඔයා ටවුමට යනවද?
ඔයා යන්න ඉස්සෙල්ලා මට කියන්න
මගෙ ලියුමක් තැපැල් කරන්න මං ඔයාට දෙන්නං

305


ඔව්
ඇයි?

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LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar to answer questions on habits
Teaching Point	**Grammar:** V(past tense) + ට + පස්සේ
Materials needed	Picture dialogues

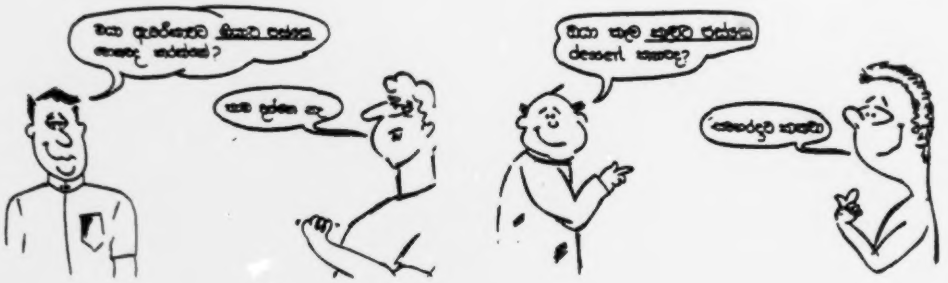
Procedure

1. **Warm up/Review:** **5 mins**

   Review the Past tense verbs.

2. **Presentation:** **15 mins**

   Present the grammar concept using a picture dialogue.


ඔයා කෑම කෑවට පස්සෙ dessert කනවද?

3. **Practice:**

   Listening - **10 mins**

   1. Read out some correct/incorrect sentences like the following and ask the students to say හරි or වැරදියි.

      - අපි movie බැලුවට පස්සේ ටිකට් ගන්නවා.
      - අපි කෑම කෑවට පස්සේ dessert කනවා.
      - නිදාගත්තට පස්සේ කෑම කනවා.
      - සයිට් එකට ගියාට පස්සේ වැඩ කරනවා.
      - ගෙදර ගියාට පස්සේ නිදාගන්නවා.

Listening & Speaking - **15 mins**

1. Say verbs of two possible actions. Students combine them using ....ට පස්සේ.

Tr:	නෑවා. කෑවා	Ss:	නෑවට පස්සේ කෑවා.
Tr:	යනවා. නිදාගන්නවා	Ss:	ගියාට පස්සේ නිදාගන්නවා.

2. , Change the verbs into sentences.

Tr:	නෑවා. කෑම කෑවා	Ss:	නෑවට පස්සේ කෑම කෑවා.
Tr:	ගෙදර යනවා. නිදාගන්නවා	Ss:	ගෙදර ගියාට පස්සේ නිදාගන්නවා etc..

Speaking - **15 mins**

1. Students work in pairs and ask and answer on habits like the following.

ඔයා ඇඳට ගියාට පස්සේ light එක off කරනවද? ඇඳට යන්න ඉස්සෙල්ලා light එක off කරනවද?

උදේ ඇඳගත්තට පස්සේ කෑම කනවද? ඇඳගන්න ඉස්සෙල්ලා කෑම කනවද?

ඔයා කෑම කන්න ඉස්සෙල්ලා දත් මදිනවද? කෑම කෑවට පස්සේ දත් මදිනවද?

Give more examples for further practice.

4. Application (use): 15 mins

Get the students to answer questions like the following.

- ඔයා ලංකාවට ආවට පස්සේ කාටුවත් ලියුම් එව්වද?
- ඔයාලා නුවර ආවට පස්සේ දැක්කේ මොනවද?
- ඔයාලා කසිව එකට ගියාට පස්සේ කරන්නේ මොනවද?
- ඔයාලා ඇමරිකාවට ගියාට පස්සේ කරන්නේ මොනවද?

Give more examples relating to their experiences.

5. Assessment (Task):

Ask the students to find out what do the Sri Lankan students do after sitting the Ordinary Level Examination.

6. Contingency Plan:

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7. Comments/Self Evaluation

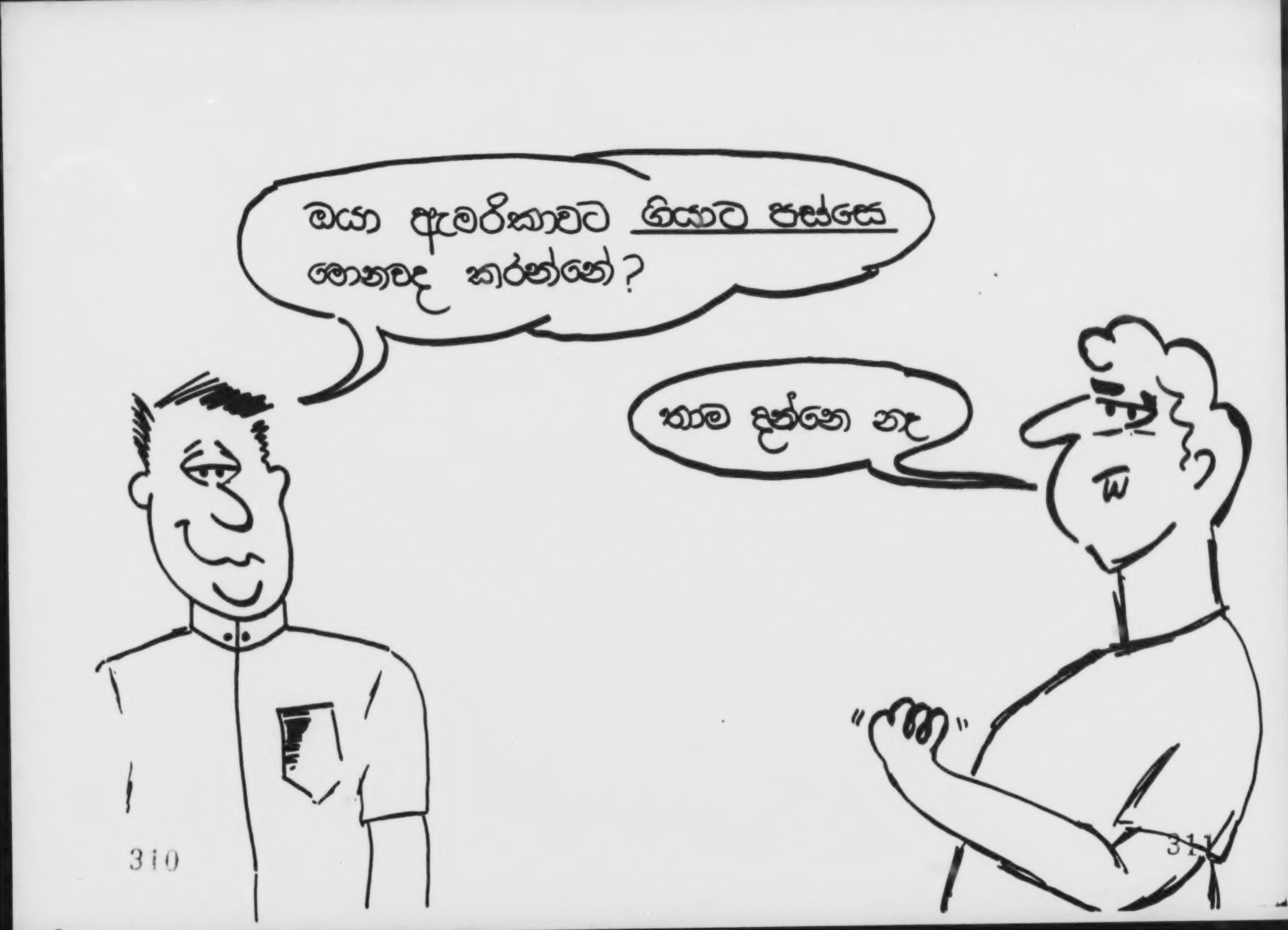
GRAMMAR NOTE

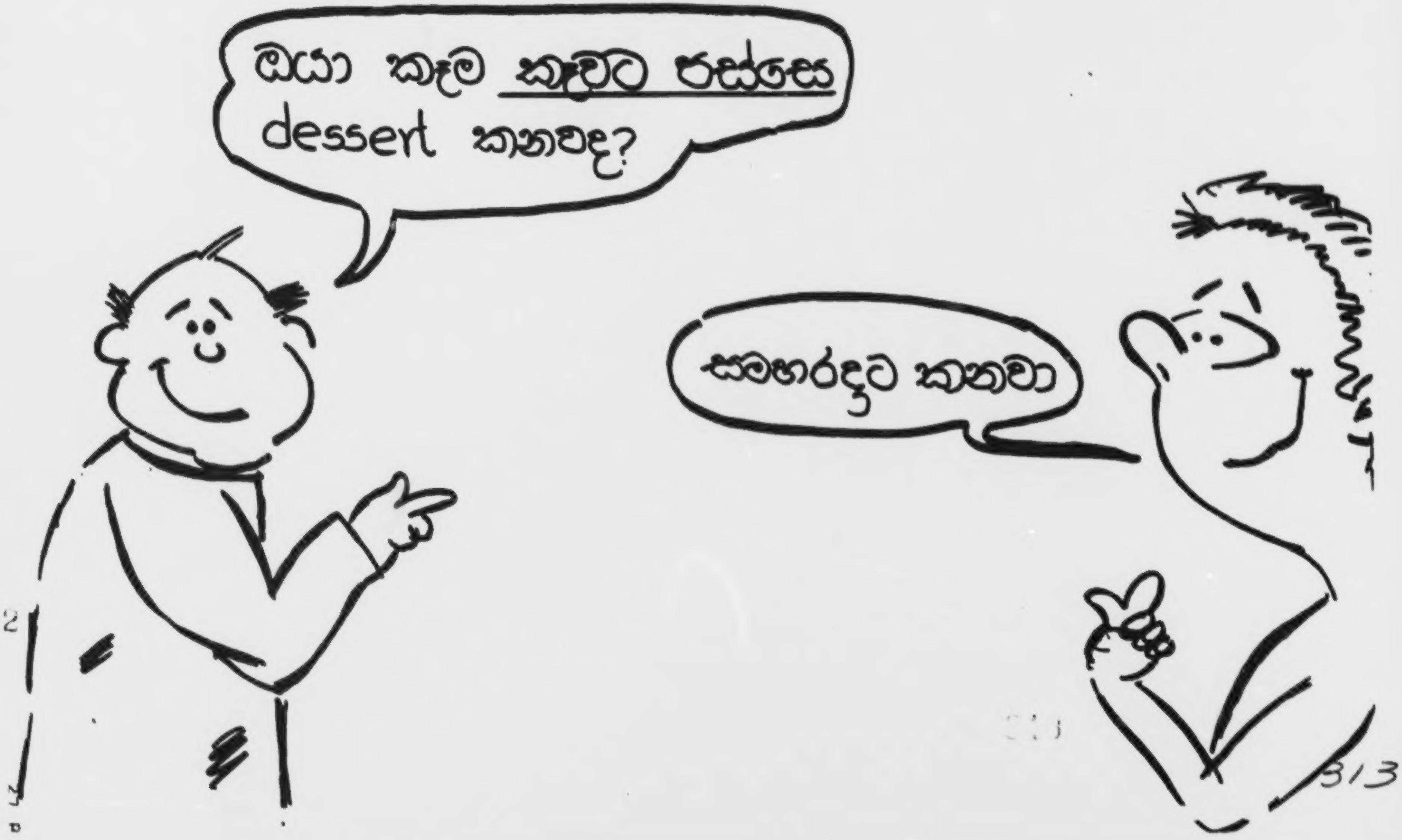
The temporal clause with පස්සෙ is formed thus:

Past tense verb + ට + පස්සෙ + Main clause

ඔයා ඇමරිකාවට ගියාට පස්සෙ කරන්නේ මොනවද?	After you've gone to America what would you do?

Here too the final verb decides the meaning of the sentence.


ඔයා ඇමරිකාවට ගියාට පස්සෙ මොනවද කරන්නේ?
තාම දන්නෙ නැ
310
311


ඔයා කෑම කෑවට පස්සෙ dessert කනවද?
සමහරදාට කනවා

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LESSON PLAN III

Estimated Time	30 minutes
Objective	**At the end of the lesson the students will be able to use the dialogue in a given role play**
Teaching Point	**Dialogue**
Materials needed	Picture dialogue

Procedure

1. **Warm up/Review:** **2 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture.

3. **Practice:**

   Listening - **5 mins**

   Read the dialogue several times using possible substitutions. Students listen and write down the substituted words.

   Listening & Speaking - **5 mins**

   Take roles and practice the dialogue using substitutions.

   Speaking - **5 mins**

   Students in pairs practice the dialogue.

4. **Application (use):** **5 mins**

   Design a role play and get the students to use the dialogue in it.

5. **Assessment (Task):**

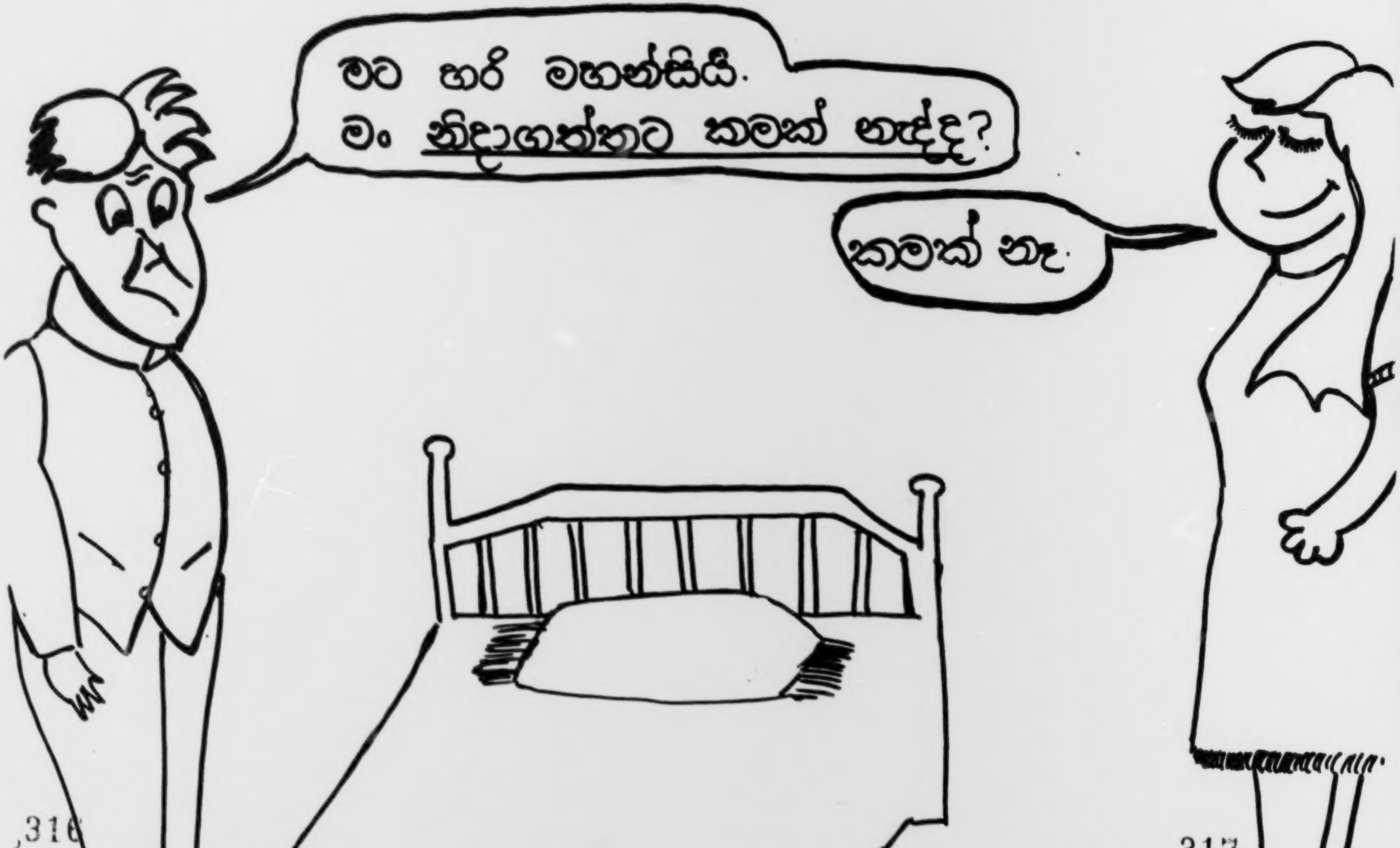
6. **Contingency Plan:**

7. **Comments/Self Evaluation**

D

Topic IV: Social Life

Competencies		Page
(1)	To make polite request Dialogue I	01-03
(2)	To make and respond to invitations Dialogue I	04-08
(3)	To give and receive compliments Dialogue I	09-12


මට හරි මහන්සියි.
මං නිදාගන්නට කමක් නැද්ද?
කමක් නෑ.
316
317

# Social Life	Competency : To make and respond to invitations Situation : Host Family Home

Dialogue I

Roles: PCT/Host Brother	Functions
ජිම් : අපි අද හවස පන්සල් යමුද? (Let's go to the temple today?)	- suggesting
අයියා : අනිද්දා පෝයනේ. අනිද්දා යමු. (Day after tomorrow is Poya. Let's go on that day)	- suggesting

Vocabulary

පන්සල පෝය හාමුදුරුවෝ මල් හඳුන්කූරු පහන් ගිලන්පස දානේ පූජා කරනවා පත්තුකරනවා සපත්තු ගලවනවා වඳිනවා බණ කියනවා වඩිනවා වළඳනවා සැතපෙනවා

Grammar

Let us - present verb - base + මු

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the new words in given role play.
Teaching Point	Vocabulary: පන්සල පෝය හාමුදුරුවෝ මල් හඳුන්කූරු පහන් ගිලන්පස දානේ පූජා කරනවා පත්තුකරනවා සපත්තු ගලවනවා වඳිනවා බණ කියනවා වඩිනවා වළඳනවා සැතපෙනවා
Materials needed	Realia, pictures, role play cards

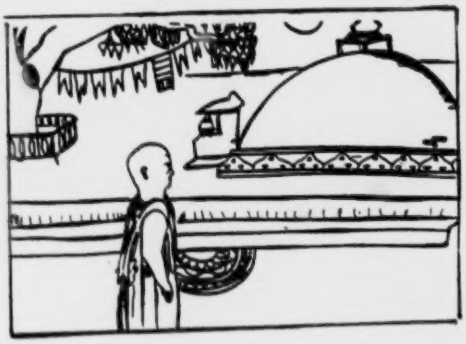
Procedure

1. **Warm up/Review:** **10 mins**

Review all verb functions (infinitive, simple present, past, promise, request, command, negative command etc.)

2. **Presentation:** **15 mins**

Present the vocabulary using realia and pictures.



3. **Practice:**

Listening - **15 mins**

1. Place the realia on a table and ask the students to show you the items when you say it aloud.

2. Listening Cloze: Students listen and fill in the blanks.

පෝය දවසේ අපි පන්සලට ගියා. අපි මල්, පහන්, හඳුන්කූරු අරගෙන ගියා. ඒ වගේම හාමුදුරුවන්ට දානයයි ගිලන්පසයි අරගෙන ගියා. ඉස්සෙල්ලම. අපි සපත්තු ගැලෙව්වා. ඊටපස්සේ පන්සලට ගිහිල්ලා මල් පූජාකෙරුවා. හඳුන්කූරුයි. පහනුයි පත්තුකෙරුවා. ඊටපස්සේ අපි වැන්දා. අපි පන්සලට යනකොට හාමුදුරුවෝ සැතපෙනවා. හාමුදුරුවෝ දානෙට වඩිනකොට 11යි. හාමුදුරුවෝ බණ කිව්වා. අපි හාමුදුරුවන්ට දානේ දුන්නා. ගිලන්පස දුන්නා. හාමුදුරුවො ඉස්සෙල්ලා දානේ වැළඳුවා. ඊටපස්සේ ගිලන්පස වැළඳුවා. අපි ඊටපස්සේ සපත්තු දාගෙන ගෙදර ගියා.

Listening & Speaking - 15 mins

1. Ask the students to answer the follwing questions based on the passage.

   1. අපි පන්සලට ගියේ කවදද?
   2. අපි පෝය දවසේ ගියේ කොහෙද?
   3. අපි පන්සලට අරගෙන ගියේ මොනවද?
   4. අපි ඉස්සෙල්ලම කෙරුවේ මොනවද?
   5. අපි පන්සලට යනකොට හාමුදුරුවෝ කෙරුවේ මොනවද?
   6. හාමුදුරුවෝ දානෙට වඩිනකොට වෙලාව කීයද?
   7. ඊටපස්සේ හාමුදුරුවෝ කෙරුවේ මොනවද?
   8. අපි හාමුදුරුවන්ට දුන්නේ මොනවද?
   9. හාමුදුරුවෝ ඉස්සෙල්ලම වැළඳුවේ මොනවද?

Speaking - 15 mins

1. Use the realia and pictures to practice the vocabulary. Get them to say the word when you show them.

2. Ask the students to practice in pairs.

4. Application (use): 15 mins

Role Play: Roles: PCT/Host mother
Situation: At the host family
Purpose: The family is preparing to go the temple. They request the PCT to come along. However, the PCT doesn't know what they are taking and what to do at the temple. PCT satisfies his curiousity by asking various questions. The host mother responds.

5. Assessment (Task):

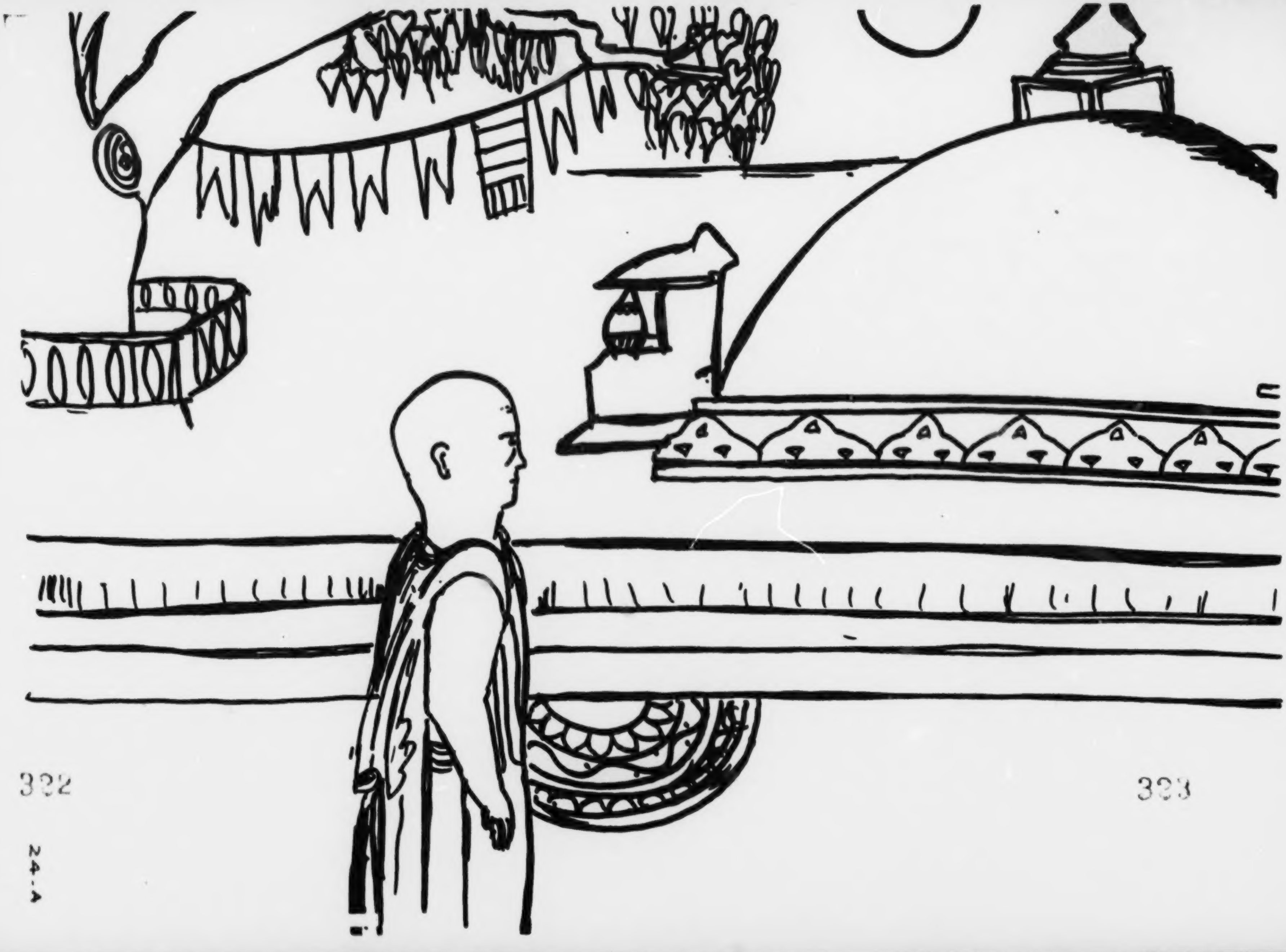
5 mins

Cultural Exploration: Ask the students to find out what things contain in the offering අට පිරිකර.

6. Contingency Plan:

Take the students to a temple and ask them to observe how the Sri Lankans behave there. Ask the students to listen to the vocabualry and phrases used in that context.

7. Comments/Self Evaluation



24-A

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able come to decision after discussing many suggestions
Teaching Point	**Grammar:** Let us - present verb - stem + මු
Materials needed	Picture dialogues, pieces of paper, tape player, cassette tape, cloze passages of the song

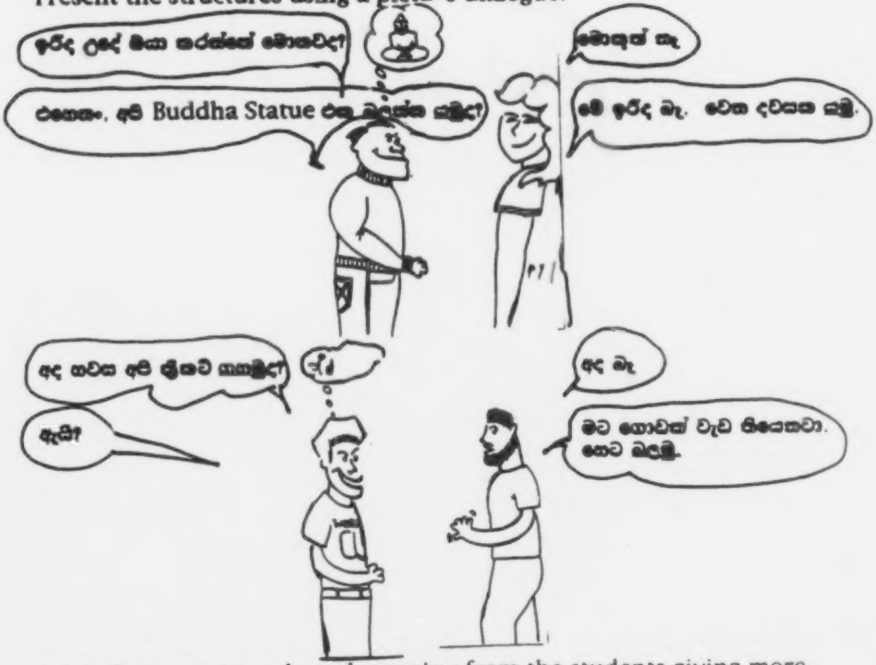
Procedure

1. **Warm up/Review:** **5 mins**

   Review the verb forms.

2. **Presentation:** **15 mins**

   Present the structures using a picture dialogue.


ඉරිද උදේ ඔයා කරන්නේ මොනවද?
මොකුත් නෑ
එහෙනං, අපි Buddha Statue එක බලන්න යමුද?
මේ ඉරිද බෑ. වෙන දවසක යමු.
අද හවස අපි ක්‍රිකට් ගහමුද?
ඇයි?
අද බෑ
මට ගොඩක් වැඩ තියෙනවා. හෙට බලමු.

Elicit the grammar rule and meaning from the students giving more examples.

3. Practice: **15 mins**

Listening -

1. Suggest some actions. Students listen respond හා or පස්සේ

   1. දැන් අපි ටවුමට යමුද?
   2. සිංදුවක් කියමුද?
   3. බඩගිනියි.. කෑම කමුද?
   4. බියර් එකක් බොමුද?
   5. සීතලයි... දොර වහමුද? etc.

2. Students listen to the song(අතුරු මැසි නැ) on the tape and fill in the blanks.

10 mins

Listening & Speaking -

1. Give some clues. Students listen and suggest actions.

Tr:	තිබහයි	Ss:	එහෙනං, තේ එකක් බොමු
Tr:	මහන්සියි	Ss:	එහෙනං, ...
Tr:	සනීප නෑ	Ss:	එහෙනං, ...
Tr:	අද සිකුරාදා	Ss:	එහෙනං, ...
Tr:	හෙට නිවාඩු	Ss:	එහෙනං, ...

25 mins

Speaking -

1. Write some suggestion in pieces of paper and give a set to each pair. One student picks one piece and the other trys to guess it.

2. Ask the students to practice the following dialogue substituting new phrases.

A: ඔයා (හෙට හවස) කරන්නේ මොනවද?

B: (a) (හෙට හවස) මං යාළුවෙක් හම්බවෙන්න යනවා.

A: එහෙනං, (a) (අනිද්දා හවස)

B: මොකුත් කරන්නේ නෑ.

A: එහෙනං, අපි (b) (movie එකක් බලන්න යමුද?)

B: හොඳයි. (යමු)

(a)	(b)
ඉරිදා	පල්ලියට යමුද?
ලබන සිකුරාදා	කොළඹ යමුද?
පෝය දවසේ	පන්සල් යමුද?

4. Application (use): **15 mins**

Tell the students that the coming Wednesday is going to be a holiday and ask them to discuss some activities to do as a group. Students discuss and come up with a good suggestion to forward to the Project Director.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Verb form 'මු':

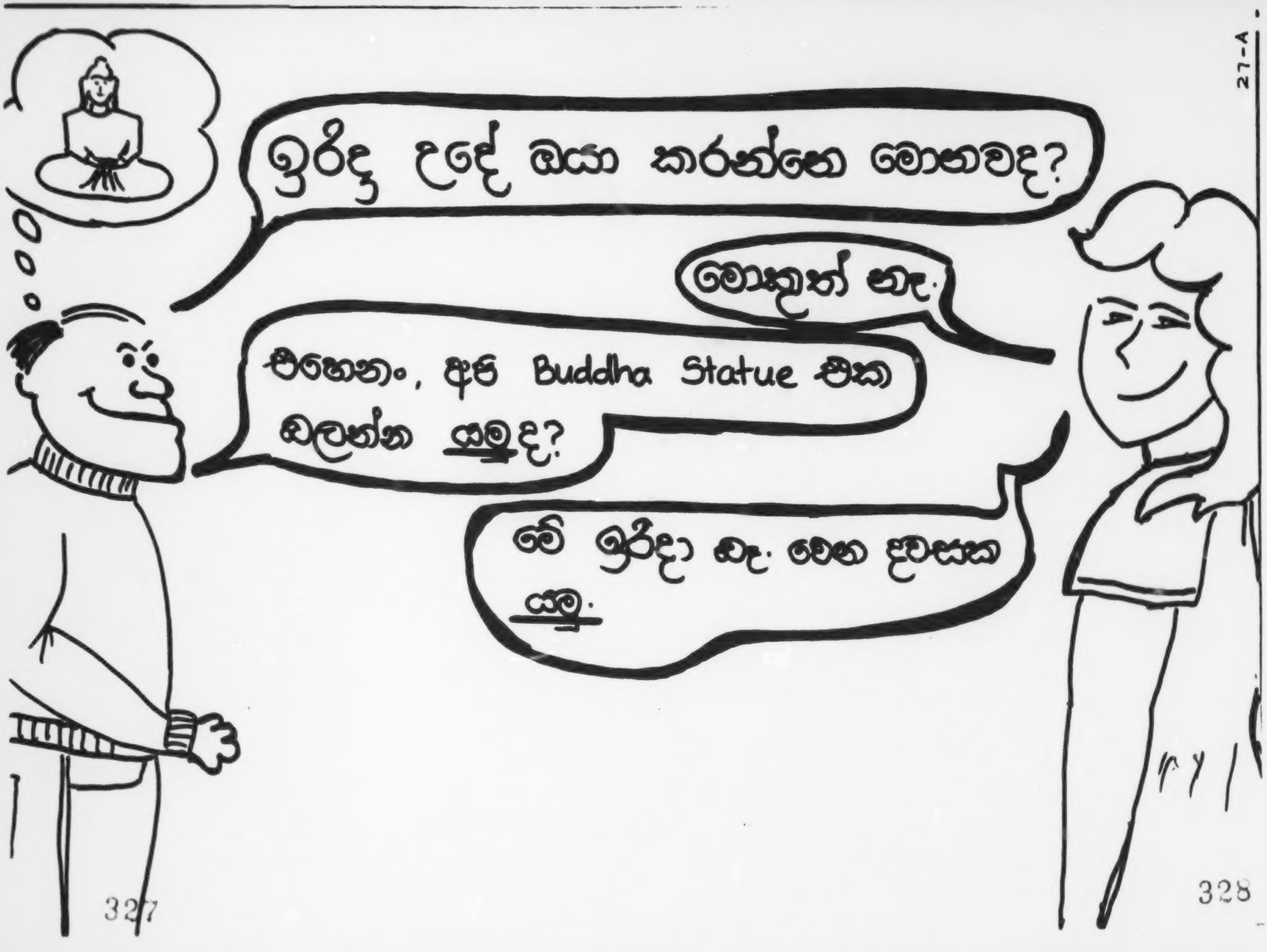
This form is formed by adding 'මු' to the Verb stem:

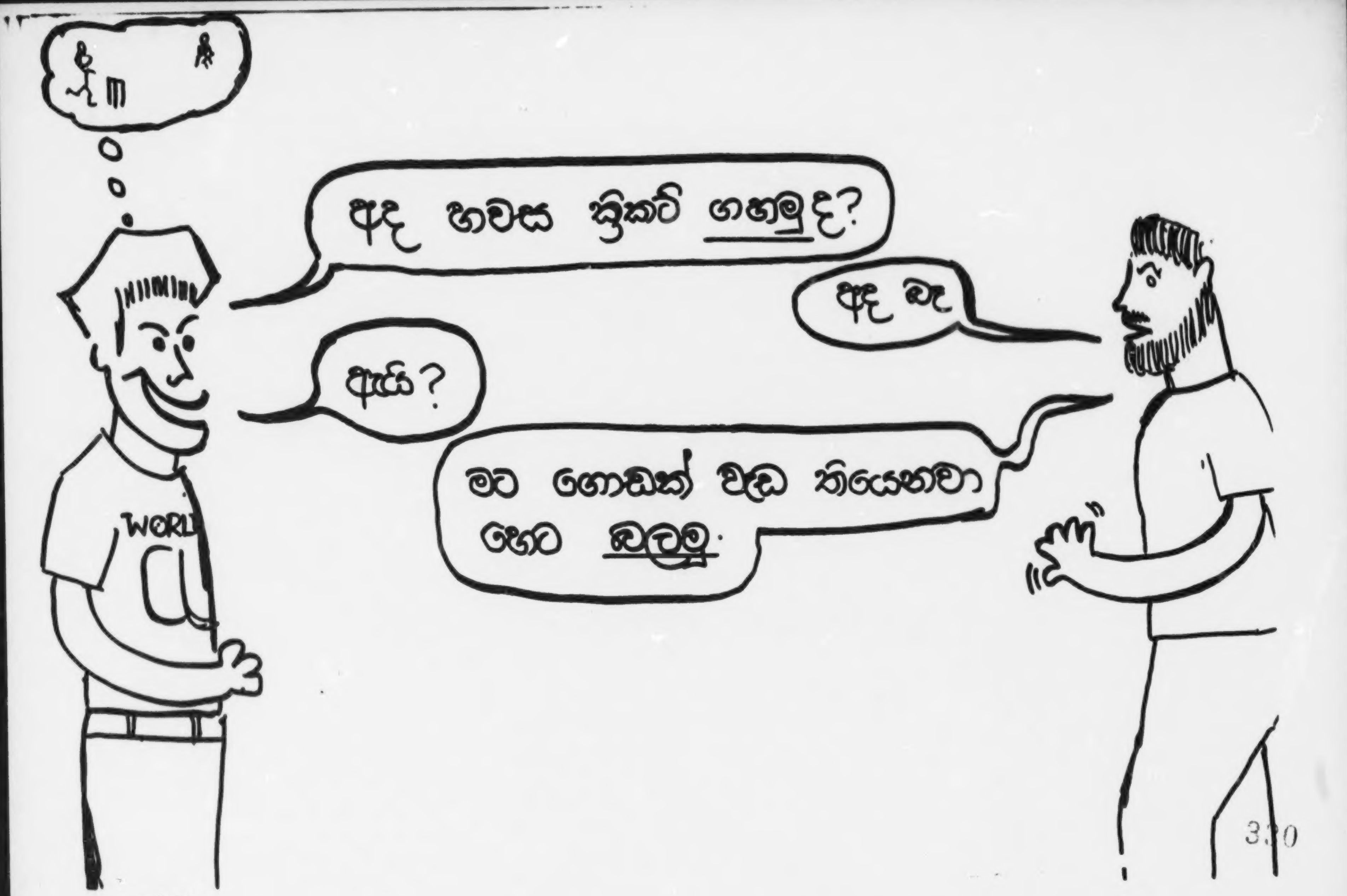
ය + මු	යමු	Let's go
බො + මු	බොමු	Let's drink

It expresses the meaning "Let's + verb" and is used for suggestions, invitations etc. It is only used with 1st person plural subjects.

When added the question marker ද? , it would mean "Shall we + verb?" and is also used for suggestions and invitations etc.

තේ ටිකක් බොමුද?	Shall we have some tea?


27-A
ඉරිදු උදේ ඔයා කරන්නෙ මොනවද?
මොකුත් නෑ.
එහෙනං, අපි Buddha Statue එක බලන්න යමුද?
මේ ඉරිදා බෑ. වෙන දවසක යමු.


අද හවස ක්‍රිකට් ගහමුද?
අද බෑ
ඇයි?
මට ගොඩක් වැඩ තියෙනවා හෙට බලමු.
WORLD

LESSON PLAN III

Estimated Time	30 minutes
Objective	At the end of the lesson the students will be able to use the dialogue and suggest actions
Teaching Point	**Dialogue**
Materials needed	Dialogue skeleton

Procedure

1. **Warm up/Review:** **5 mins**

   Review necessary grammar and vocabulary.

2. **Presentation:** **5 mins**

   Present the skeleton and get the dialogue from the students.

3. **Practice:**

   Listening - **5 mins**

   1. Read the dialogue several times with correct intonation patterns.

   Listening & Speaking - **5 mins**

   1. Take one role practice the dialogue with the students.

   Speaking - **10 mins**

   1. Students work in pairs and practice the dialogue

4. **Application (use):**

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : To respond to invitations

Situation : Host Family Home

Dialogue II

Roles: PCT/Host Brother		Functions
අයියා	: හෙට නිවාඩු නිසා මං ක්‍රිකට් ගහන්න යනවා. ඔයත් එනවද? (Since tomorrow is a holiday I am going to play cricket. Do you want to come?)	- inviting
ඔබ	: බලමු. මට හරියටම කියන්න බෑ. (I'll try. I can't promise you)	- responding to invitation

Grammar

Noun + නිසා/නිසාද Adj + නිසා/නිසාද Verbal Adjective+නිසා/නිසාද

S(Direct) + ත්

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the structure to find out information
Teaching Point	Grammar: Noun + නිසා Adj + නිසා Verbal adj +නිසා
Materials needed	Sentences with drawings, paper strips, role play cards, newsprint, MCQ charts

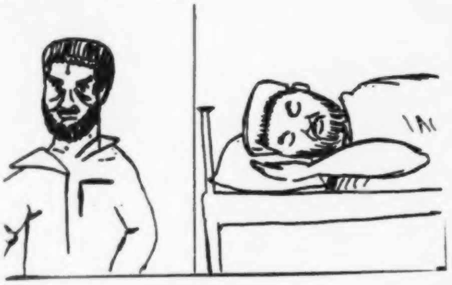
Procedure

1. **Warm up/Review:** **5 mins**

   Review adjectives.

2. **Presentation:** **20 mins**

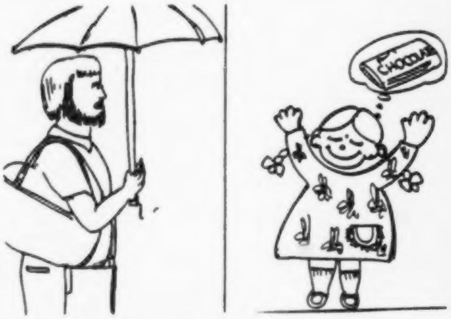
   Present the following sentence patterns along with drawings



සොසෙල්ට මහන්සියි

ඒ නිසා. එයා නිදාගන්නවා

සොසෙල්ට මහන්සි නිසා එයා නිදාගන්නවා



සොසෙල් සෙනසුරාදා ගෙදර යනවා.

ඒ නිසා. එයාගේ බබාට සන්තෝසයි.

සොසෙල් සෙනසුරාදා ගෙදර යන නිසා බබාට සන්තෝසයි.

Get the students to give you the grammar rule and the meaning.

3. Practice:

Listening - 20 mins

1. Read out the following sentences. Students listen and choose correct answer and circle it on a MCQ chart.

1. ජිමිගේ ඔළුව රිදෙනවා. එයා පංතියට ගියේ නෑ. ඇයි?
   a) එයා උස නිසා b) එයාට අසනීප නිසා c) එයා ලස්සන නිසා
2. Traineesලා සිංහල test එකට බය නෑ. ඇයි?
   a) සිංහල රස නෑ. ඒ නිසා b) සිංහල අමාරු නෑ. ඒ නිසා
   c) සිංහල ලේසි නිසා
3. ඇලස්කාවේ හුඟක් සත්තු නෑ. ඇයි?
   a) එහේ සීතල නිසා b) එහේ රස්නෙ නිසා c) එහේ ලොකු නිසා
4. එවරස්ට් කන්ද නගින්න අමාරුයි. ඇයි?
   a) දුර නිසා b) උස නිසා c) දිග නිසා
5. සුමිත්‍රා සාගරේට යන්නේ නෑ. ඇයි?
   a) එහේ සීතල නිසා b) බය නිසා c) බඩගිනි නිසා
6. සිංහල ගුරුවරුන්ට ගොඩක් මහන්සියි. ඇයි?
   a) එයාලා කාඩ් ගහන නිසා b) එයාලා රෑට වැඩ කරන නිසා
   c) එයාලා ටී.වී. බලන නිසා
7. අද ක්‍රිකට් ගහන්න බෑ. ඇයි?
   a) වැඩකරන නිසා b) කපිල එන නිසා c) වසින නිසා

Listening & Speaking - 15 mins

1. Put the following statements on board. Ask the students to listen to the description and say the correct answer that goes with the description from the board.

1. ලස්සන නිසා	2. කම්මැලි නිසා
3. අමාරු නිසා	4. බඩගිනි නිසා
5. තිබහ නිසා	6. රස නිසා
7. දිග නිසා	8. මහන්සි නිසා

1. ප්‍රේමසිරි ගොඩක් වතුර බොනවා. ඇයි?
2. කැරන් පන්තියට එන්නේ නෑ. ඇයි?
3. පාලිත ගොඩක් බත් කනවා. ඇයි?
4. ජිම් ඇඳුම් සේදුවේ නෑ. ඇයි?
5. සම්පත් කොත්තුව කෑවා. ඇයි?
6. සම්පත් හැමදාම ඒ කමිසෙ අඳිනවා. ඇයි?
7. නිලන්ති බත් කනවා. ඇයි?
8. නිලන්ති අද නටන්නේ නෑ. ඇයි?

Speaking - **15 mins**

1. Write description like the following on paper strips and give a set to each pair. Student A says what was asked to say on the strip. Student B asks why. Student A gives reasons written on the strip.

Ask for some water because you are very thirsty.

Ask for some Tylenol because you are sick.

Ask for some food because you are very hungry.

Say you cannot go to the room because somebody is teaching there.

Ask whether you could stay here tonight because your friend is coming.

4. Application (use): 15 mins

Role Play: Roles: PCT/Language Instructor
Situation: Classroom

Purpose: Language Instructor is in the class at 1:30 p.m. but he doesn't find any students. Finally one student shows up. Instructor inquires the PCT as to why the others didn't show up. PCT gives the following reasons.

- one is sick
- one finds Sinhala very difficult
- one is going to meet his/her friend
- one is tired

5. Assessment (Task): 15 mins

Send the students out of the classroom and ask them to find out why do Sri Lankans eat lot of rice.

6. Contingency Plan:

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

The 'නිසා' 'because':

'නිසා' 'because' is used to form both phrases and cluases.

It forms phrases with a preceding noun or pronoun in the direct case:

වැස්ස නිසා	becuase of the rain
ඒ නිසා	becuase of that, thus

It forms cluases as follows:

If the sentence has a verb in the simple present form, when නිසා is added the verb is put in the verbal adjective form:

වහින නිසා මට ගෙදර යන්න බැහැ	Because it is raining, I can't go home.

Although the clauses in English can be switched, in Sinhala, generally the clause shows reason stands first.

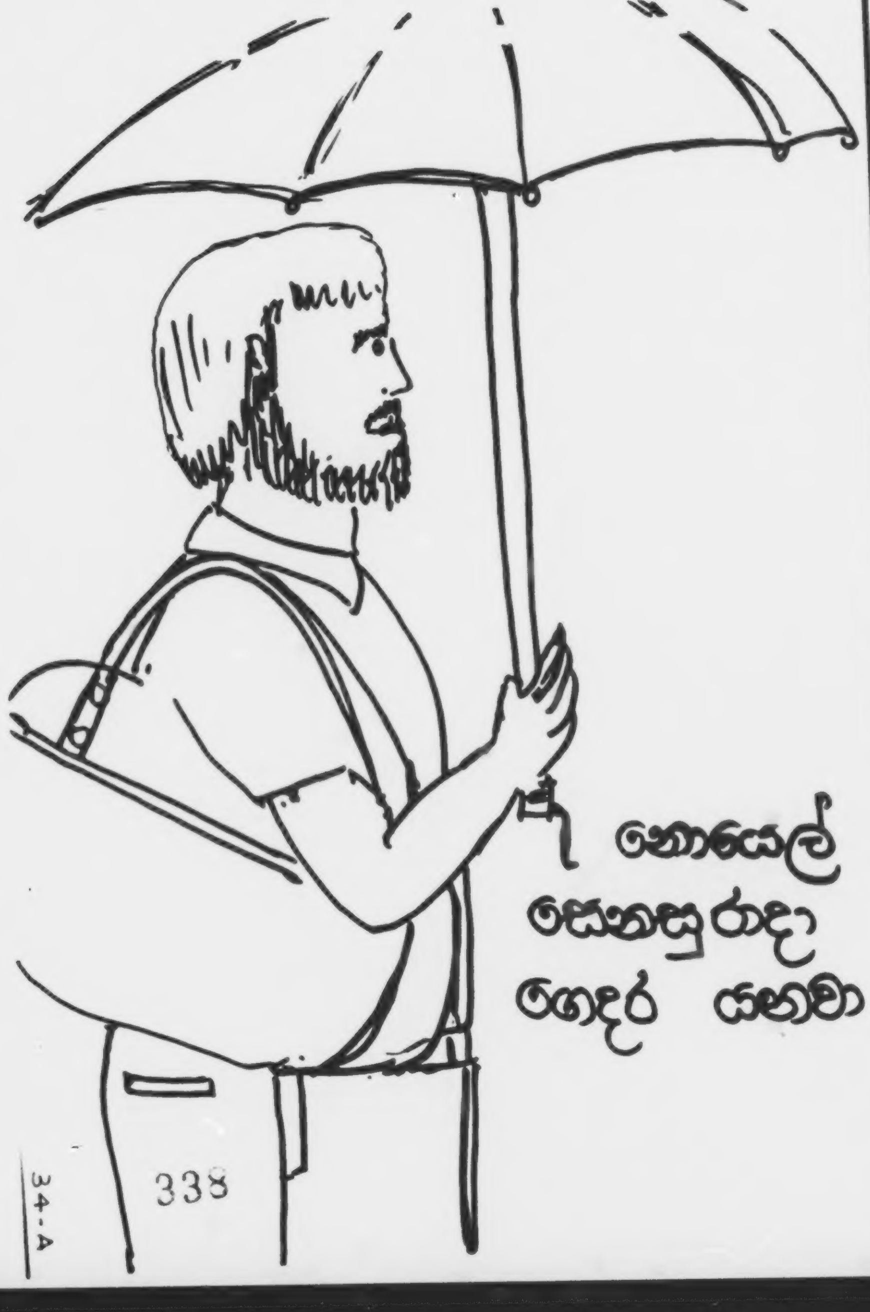
If a sentence is negative one with නැහැ , when නිසා is added නැහැ, is replaced by නැති.

වහින්නේ නැති නිසා ගෙදර යන්න පුළුවන්	I can go home now because it is not raining now.

With all irregular verbs add නිසා after the verb.

If a sentence is a negative one with බැහැ , it replaced by බැරි.

එයාට එන්න බැරි නිසා අපිට යන්න බැහැ	Since he cannot come, we can't go.


නොයෙල්
සෙනසුරාදා
ගෙදර යනවා

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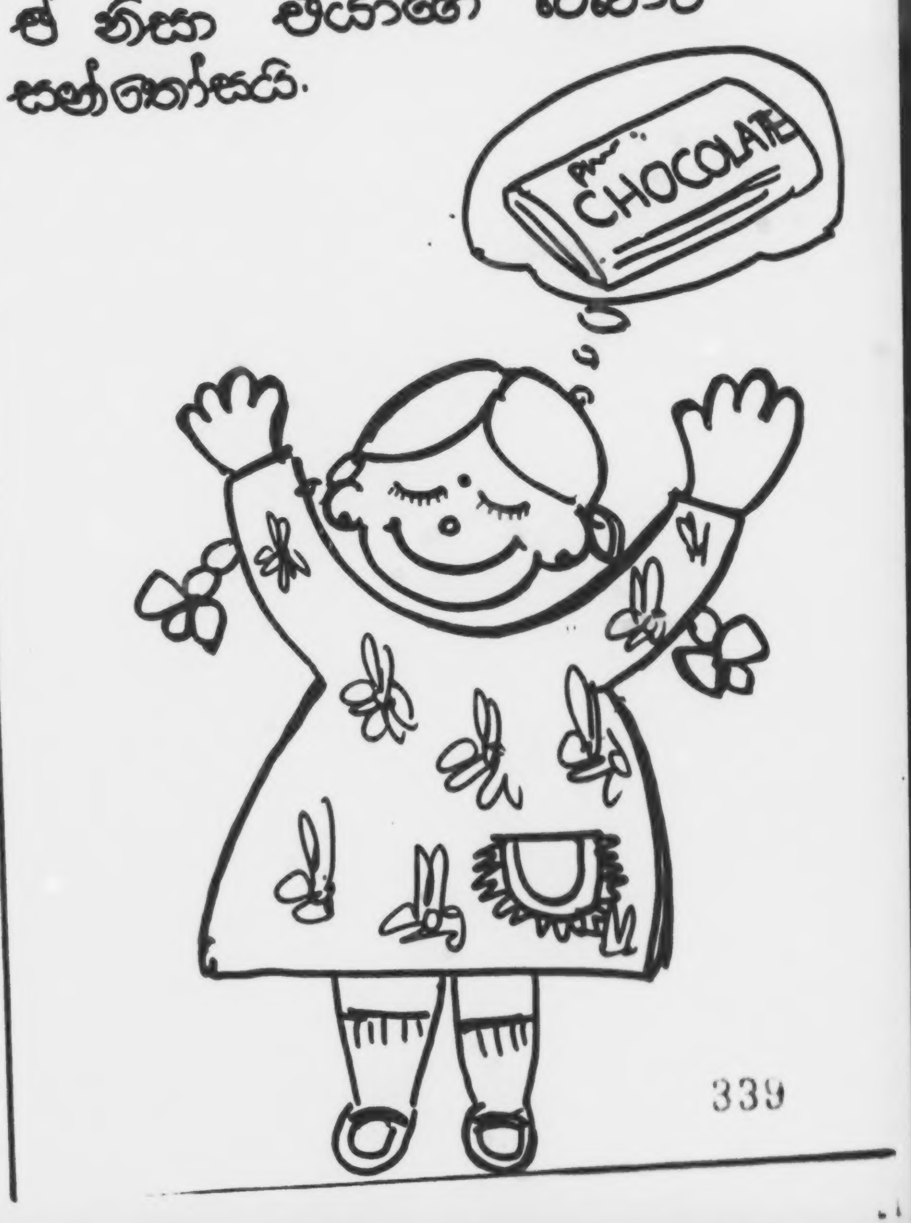
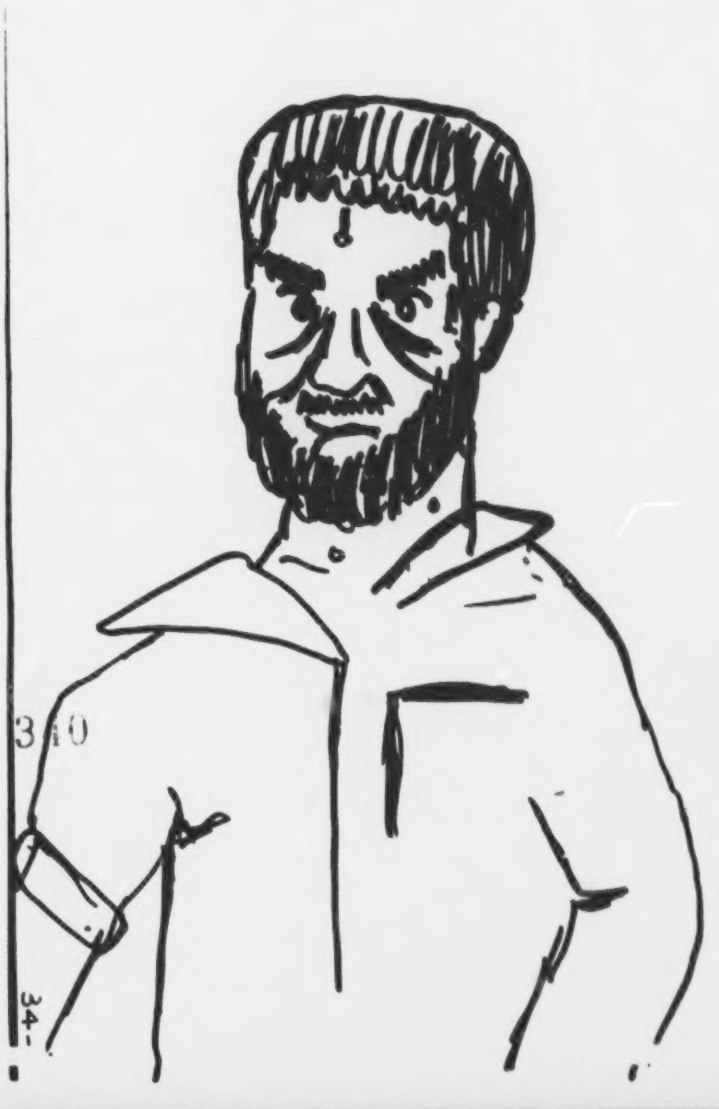
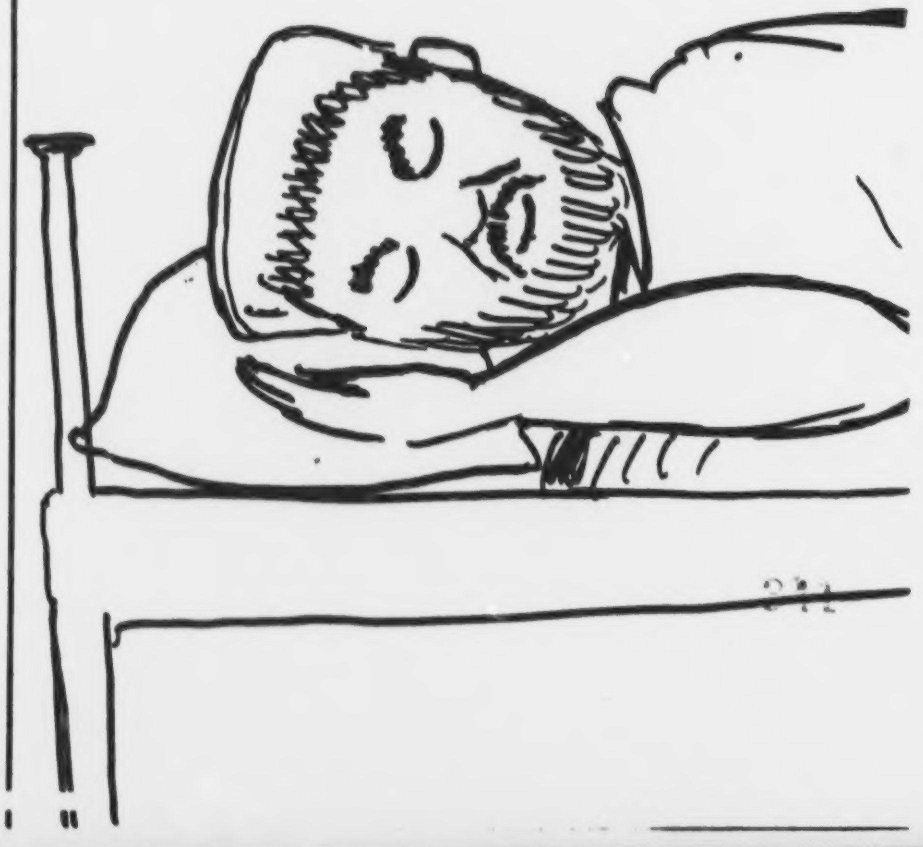

ඒ නිසා එයාගෙ ළමාට
සන්තෝසයි.
CHOCOLATE

නොයෙල්ට මහන්සියි.



ඒ නිසා එයා නිදාගන්නවා.



5. Assessment (Task): **10 mins**

Send the students to find out whether the teachers would also join to go to lunch tomorrow.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Noun + 'ත් ' 'also':

When 'ත්' is added to nouns (even after case suffixes) it would mean 'also' or 'too'.

Rules are the same as joining nouns 'ස '.

මමත් ටවුමට එනවා	I am also coming to town.

3. Practice:

Listening - **15 mins**

1. Do a Multiple Choice Questionairre exercise for listening.

1.	පාන්	a)	පානුත්	b)	පානත්	c)	පානිත්
2.	වඳුරෝ	a)	වඳුරෝත්	b)	වඳුරොත්	c)	වඳුරත්
3.	සිනි	a)	සිනිත්	b)	සිනුත්	c)	සීනිත්
4.	රතු	a)	රතුත්	b)	රතැත්	c)	රතූත්
5.	මල	a)	මලාත්	b)	මලත්	c)	මලැත්
6.	කොල්ලෝ	a)	කොල්ලෝත්	b)	කොල්ලොත්	c)	කොල්ලුත්
7.	ශිෂිකා	a)	ශිෂිකාත්	b)	ශිෂිකත්	c)	ශිෂිකැත්

Listening & Speaking - **15 mins**

1. Say sentences like the following. Students use the grammar and repeat the sentences.

Tr: Traineesලා වවුමට යනවා. මම වවුමට යනවා.
Ss: Traineesලා වවුමට යනවා. මමත් වවුමට යනවා.

Traineesලා field trip එකක් යනවා. කමිල යනවා.
Traineesලා beer බොනවා. Traineesලා අරක්කු බොනවා.
ටකර් උසයි. කොසෙල් උසයි.
Party එකට කෝරි එනවා. කමිල එනවා.
ජේම්බර් වැඩ කරනවා. උපාලි වැඩ කරනවා.
පොත රු. 7යි. පෑන රු. 7 යි.

Speaking - **10 mins**

1. Write food items and beverages on pieces of paper and make sets. Students work in pairs. Student A picks one from the food set and says මම ....කනවා. He/she continues and picks another and says මම ....ත් කනවා. and continues till the end. Student B does the same with the beverages set using මම .... බොනවා. and මම ....ත් බොනවා.

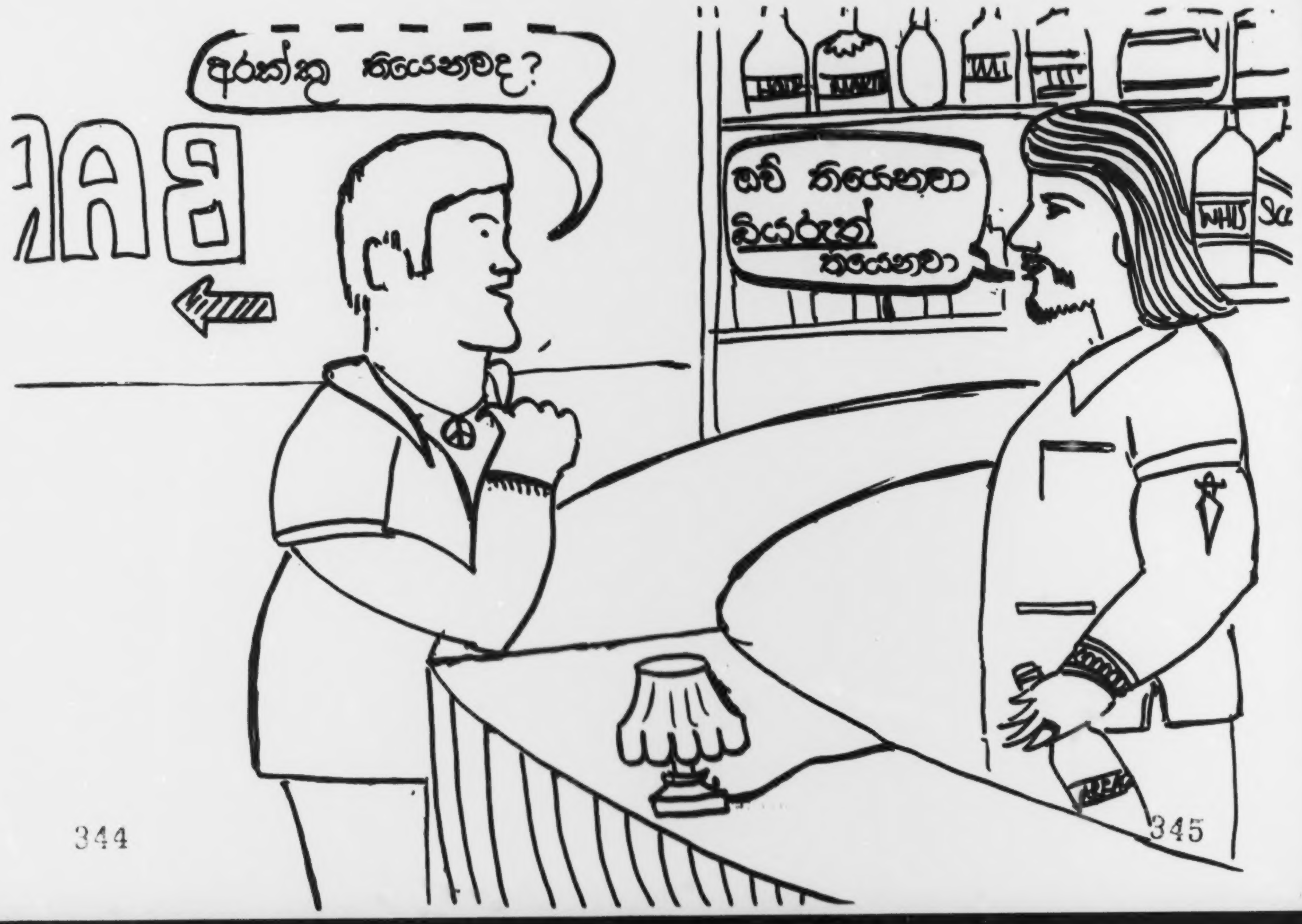
4. Application (use):

10 mins

Ask the students to do the following role play exercise in pairs

You have decided to do the following activities during the week end. Ask your partner whether he would also like to join you.
- to go to the Botanical Gardens
- to play tennis
- to drink beer
- to see a movie

Your partner responds


අරක්කු තියෙනවද?
ඔව් තියෙනවා
බියරුත් තියෙනවා
BAR

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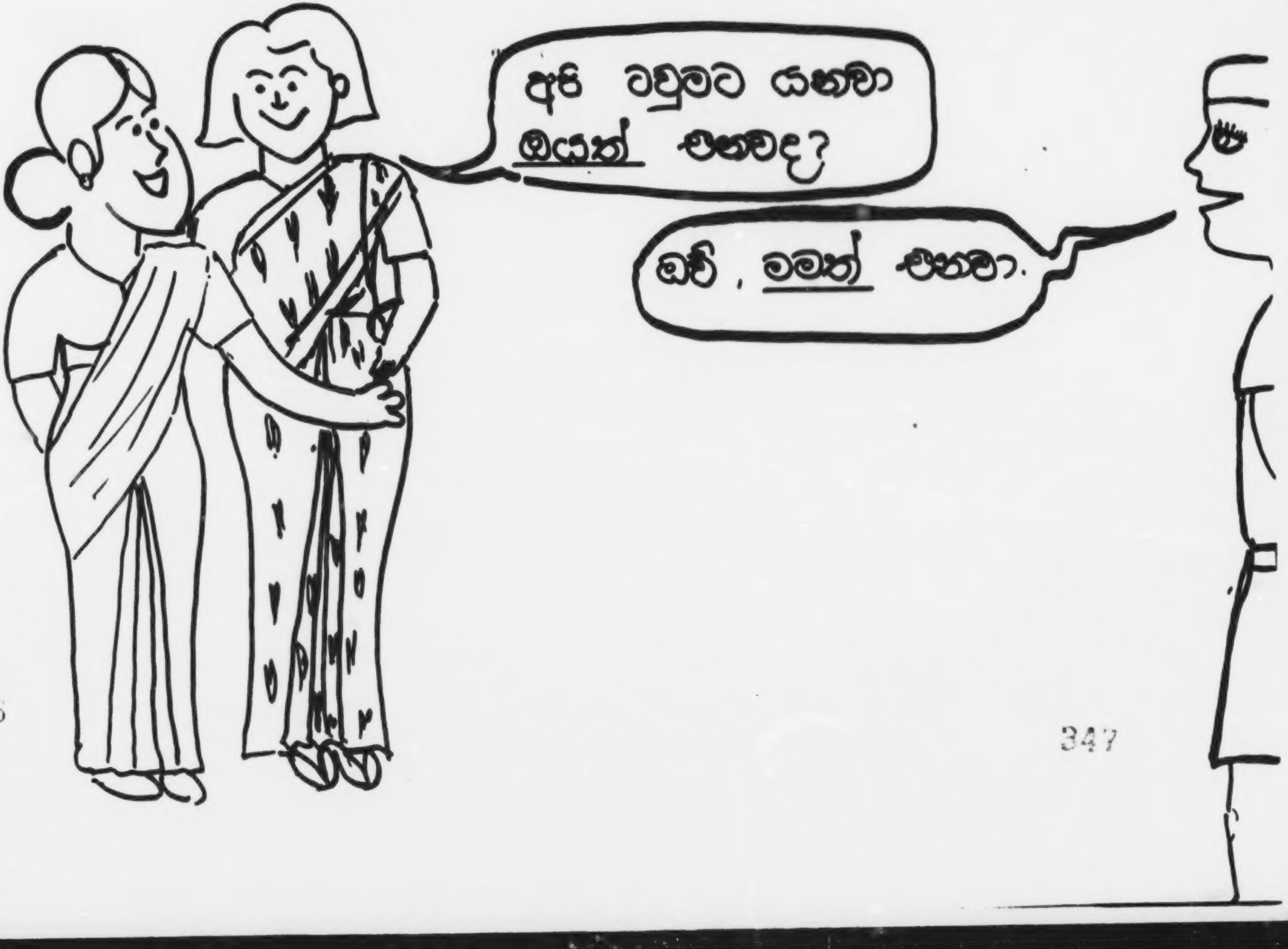

අපි ටවුමට යනවා ඔයාත් එනවද?
ඔව්, මමත් එනවා.

4. Application (use): **5 mins**

Role Play

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play exercise
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, strip dialogue sets

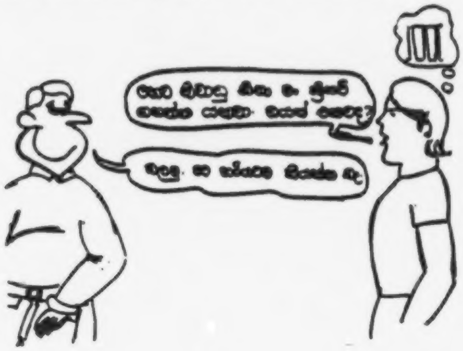
Procedure

1. **Warm up/Review:**

   Review necessary grammar and vocabulary. **5 mins**

2. **Presentation:** **2 mins**

   Present the dialogue through a picture dialogue.



3. **Practice:**

   Listening - **5 mins**

   Cut up the dialogue into words and mix them up and give a set to each pair. Ask them to rearrange when you read.. Give a round of applause to the ones who do it first.

   Listening & Speaking - **3 mins**

   Take roles and practice the dialogue.

   Speaking - **5 mins**

   Students practice the dialogue in pairs.

Social Life

Competency : To give and receive complements

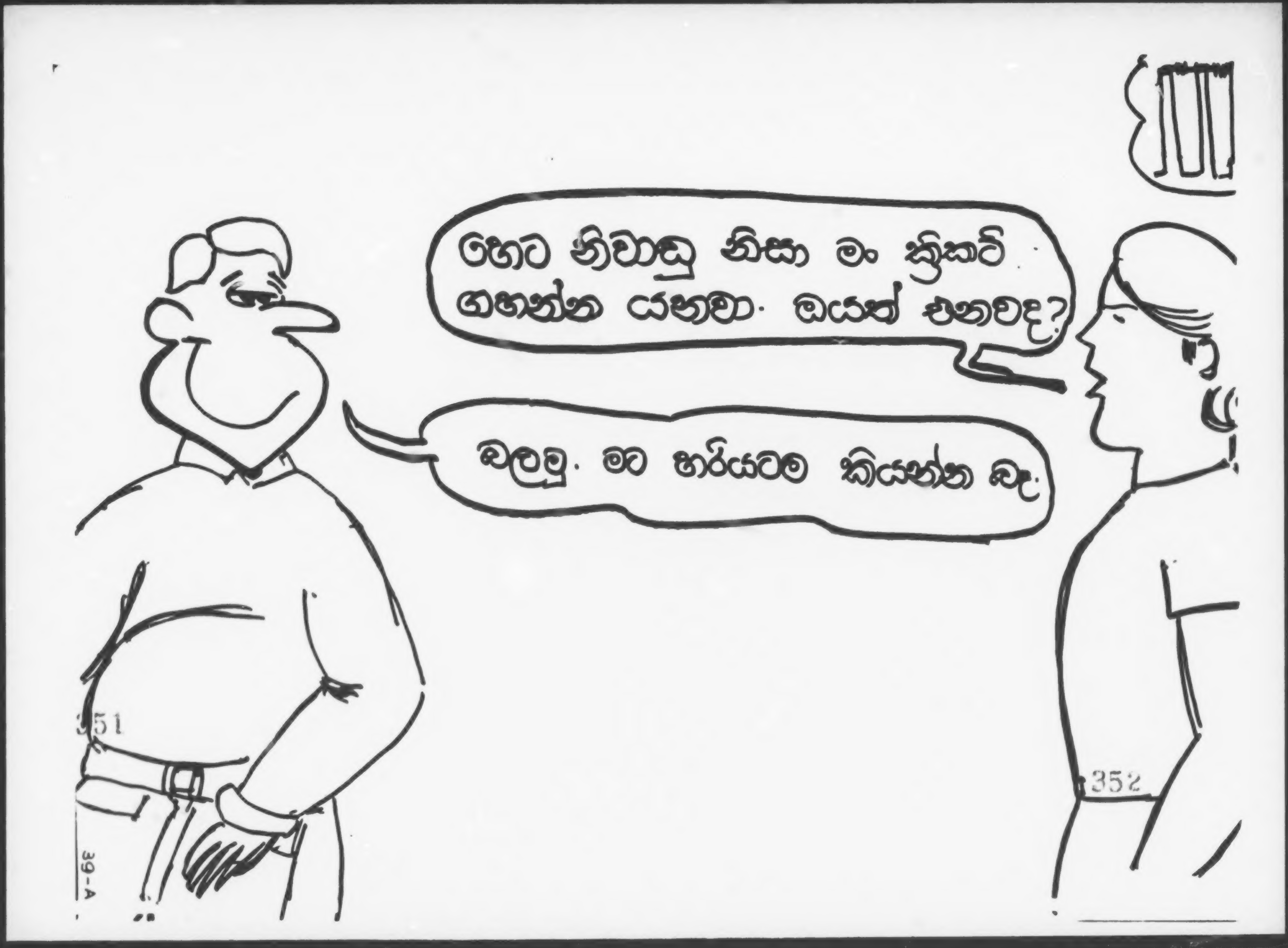
Situation : Host Family Home

Dialogue I

Roles: PCT/Host sister	Functions
සැලී : ඔයාගේ ගවුම හරි ලස්සනයි (Your dress is very beautiful)	- complementing
සංගී : මේක පරණ එකක් (This is an old dress)	- responding to complement

Vocabulary

අලුත් පරණ ඉරිච්ච දිරච්ච
ගවුම සාය කලිසම හැට්ටෙ ලේන්සුව සපත්තු කොණ්ඩය


හෙට නිවාඩු නිසා මං ක්‍රිකට් ගහන්න යනවා. ඔයත් එනවද?
බලමු. මට හරියටම කියන්න බැ.
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	සපත්තු	කමිසයක්	ගවුමක්	සායක්	හැට්ටයක්	ලේන්සුවක්	සරමක්	සාරියක්
නිමල්								
සෝමා								
අම්මා								
බබා								
නංගි								
මල්ලී								

Speaking - **15 mins**

1. Once the students have completed the grid ask them to work in pairs and check their answer using the following dialogue.

   Student A: **නිමල් අම්මට ගන්නේ මොනවද?**
   Student B: **නිමල් අම්මට සාරියක් ගන්නවා.**

2. Memory Chain: Ask the students to sit in a circle. Ask the first student to begin the activity by saying **මම ටවුමට ගිහිල්ලා කමිසයක් ගන්නවා**. The next student repeats the statement by saying **මම ටවුමට ගිහිල්ලා කමිසයකුයි කලිසමකුයි ගන්නවා**. Continue until all items of clothing are added.

4. Application (use): **15 mins**

Clothes Box Relay: **Bring in two boxes of clothing. Have the same items in both boxes. Divide the classroom into two teams. Call out the name of an item of clothing and have one student from each team come forward and try to find the item. The first student to find and put on that item of clothing get a point for his/her team. The team with the most points win.**

5. Assessment (Task):

Ask the students to go out to town and find out the prices of some clothing items.

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN I

Estimated Time	1 hour 15 minutes
Objective	At the end of the lesson the students will be able to use the vocabualry and find out prices.
Teaching Point	**Vocabulary:** අලුත් පරණ ඉරිච්ච දිරච්ච ගවුම සාය කලිසම හැට්ටෙ ලේන්සුව සපත්තු කොට්ටිය
Materials needed	Realia, boxes to put clothes, listening grids

Procedure

1. **Warm up/Review:** **5 mins**

   Review use of adjectives.

2. **Presentation:** **15 mins**

   Present the vocabulary items using realia. Show them each item of clothing and introduce the name. Go around the class and point to students clothing and introduce them too. To introduce අලුත් - පරණ - ඉරිච්ච - දිරච්ච use realia. Continue to introduce අලුත් කලිසමක්. පරණ කමිසයක්. දිරච්ච ගවුමක්. the same way.

3. **Practice:**

   Listening - **10 mins**

   1. Check for understanding saying correct/incorrect sentences and asking the students to say හරි or වැරදියි.

      1. ජිම් ගවුමක් අඳිනවා.
      2. ගීතා සාරියක් අඳිනවා.
      3. සම්පත් ගවුමක් අඳිනවා.
      4. මේරි කමිසයක් අඳිනවා.
      5. ජෙනී කලිසමක් අඳිනවා.
      6. පාලිත හැට්ටයක් අඳිනවා.

   Listening & Speaking - **15 mins**

   1. Students listen to the following passage and fill in the grid.

      දවසක් නිමල් තෑගි ගන්න ටවුමට [illegible]. එයා ඉස්සෙල්ලම එයාගේ නෝනාට අලුත් සායකුයි හැට්ටෙකුයි ගත්තා. මල්ලිට කමිසයකුත් ගත්තා. අම්මට සාරියක් ගත්තා. එයාගේ බබාට ලස්සන ගවුමකුත් ගත්තා. නංගිට ලේන්සුවක් ගත්තා. නිමල්ගේ සපත්තු ඉඳන පරණයි. ඉතිං එයා සපත්තු සාප්පුවට ගිහිල්ලා සපත්තු ජෝඩුවකුත් ගත්තා.

Roles: PCT/Host sister
Situation: At the Host family

Purpose: The PCT is packing her bag and the sister shows up unexpectedly. She comments and inquires about the clothing items. PCT responds

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	**Dialogue**
Materials needed	Pictures, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

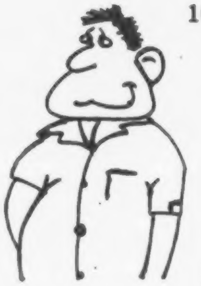
   Review all necessary vocabulary.

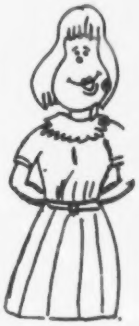
2. **Presentation:** **10 mins**

   Present the dialogue sentences using pictures.

   මෙයාගේ ගවුම හරි ලස්සනයි. ඒක අලුත් ගවුමක්.

   මෙයාගේ කමිසෙත් හරි ලස්සනයි. හැබැයි පරණයි. etc.





3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue several times.

   Listening & Speaking - **5 mins**

   Go around the class saying **ඔයාගේ කමිසේ හරි ලස්සනයි. ඒක අලුත් එකක්ද?**
   Students respond accordingly.

   Speaking - **5 mins**

   Students practice the dialogue in pairs.

4. **Application (use):** **10 mins**

   Role Play:

Social Life

Competency :	To give and receive complements
Situation :	At the Training Site

Dialogue II

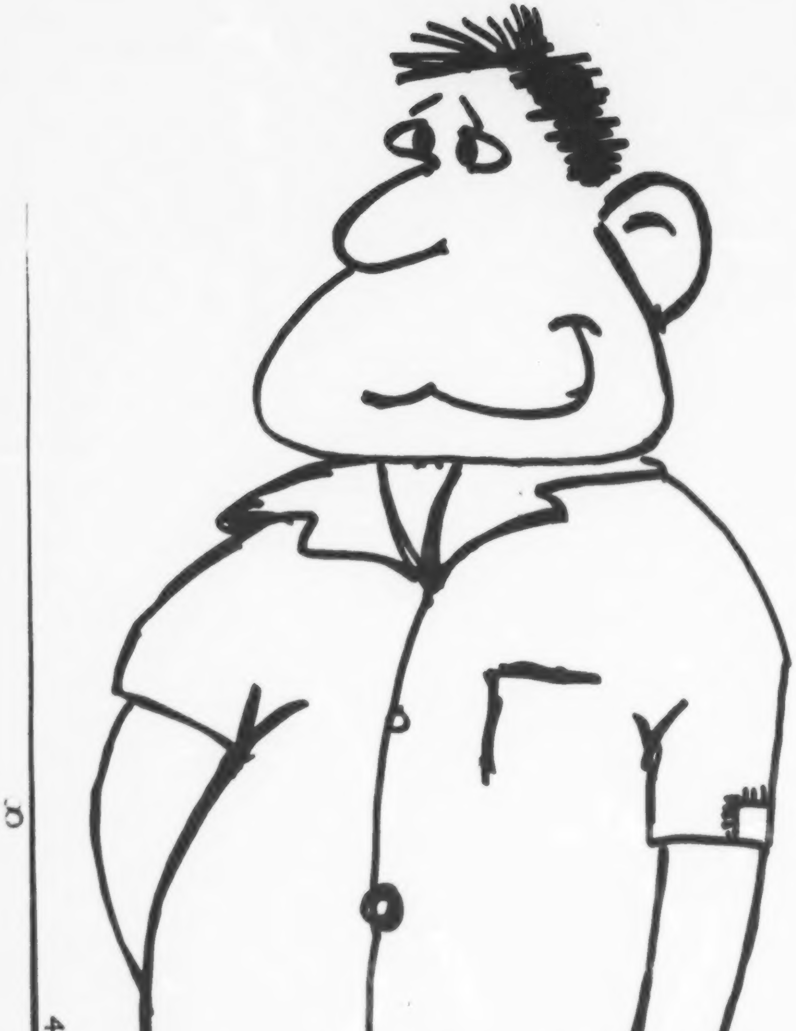
Roles: PCT/Teacher	Functions
ගුරුවරයා : අද හරි සන්තෝසෙං වගේ. (You look so happy today)	- complementing
ඔබ : මගෙ යාලුවා මට ලියුමක් එවලා (I received a letter from my friend)	- responding to complement

Vocabulary

යාලුවා බදින්න ඉන්න එක්කෙනා මගේ ගෑනු ලමයා නෝනා මහත්තයා

Grammar

s (3rd person) + past participle



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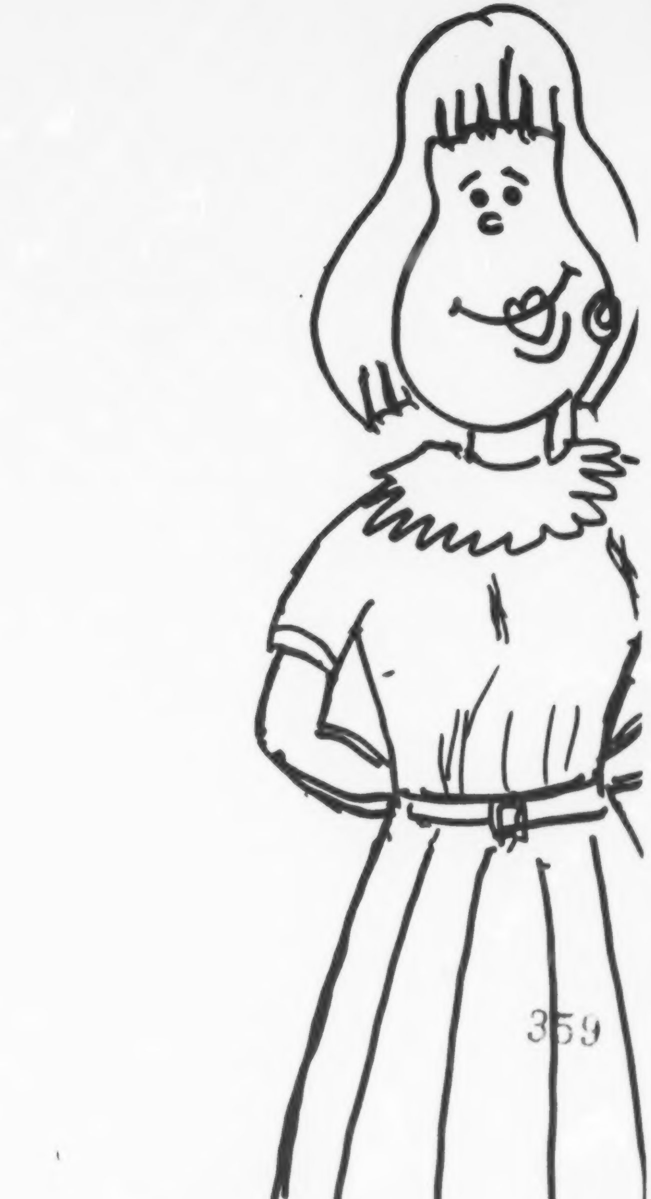

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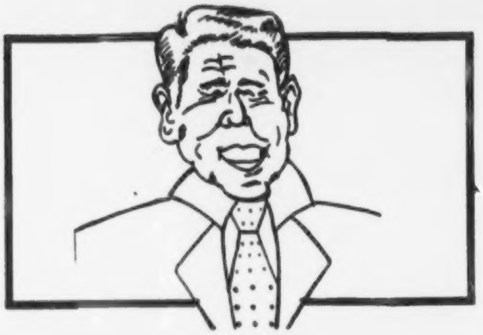


මේ මගේ යාලුවෙක්. එයාගේ නම ග්‍රැහැම්. එයා ඇමරිකානුවෙක්. මේ එයාගේ ගෑනු ළමයා. එයාගේ නම බෙට්සි. එයාලා ලබන අවුරුද්දේ කසාද බඳිනවා. ග්‍රැහැම්ගේ අයියා ජෝන්. එයා කසාද බැඳලා. එයාගේ නෝනාගේ නම මාර්. එයාලට බබාලා දෙන්නෙක් ඉන්නවා.

Listening & Speaking - **10 mins**

1. Get the students to answer the following questions.

   - මගේ යාලුවගේ නම මොකද්ද?
   - එයාගේ ගෑනු ළමයාගේ නම මොකද්ද?
   - බෙට්සි බඳින්න ඉන්න එක්කෙනා කවුද?
   - ජෝන් බැඳලද?
   - එයාගේ නෝනාගේ නම මොකද්ද?
   - මාර්ගේ මහත්තයා කවුද?

Speaking - **10 mins**

1. Get some family photographs or illustrations of famous people (Bill Clinton's, the Royal family etc.) and ask the students ask and answer questions about those families.

4. Application (use): **10 mins**

Get the students to come forward one by one and describe their family photographs.

5. Assessment (Task):

Get the students to bring one of their host family photographs next day and introduce the members after asking the family for the description the previous night

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary and describe their family photographs
Teaching Point	**Vocabulary:** යාළුවා බඳින්න ඉන්න එක්කෙනා මගේ ගෑනු ළමයා නෝනා මහත්තයා
Materials needed	Photographs, pictures, illustrations, listening cloze sheets

Procedure

1. **Warm up/Review:** **5 mins**

   Ask students to bring their family photos to the classroom.

2. **Presentation:** **10 mins**

   Show a picture of your co-worker or a known friend and introduce යාළුවා.

   Show a known person's boy friend and introduce බඳින්න ඉන්න එක්කෙනා.

   Show a known person's girl friend and introduce එයාගේ ගෑනු ළමයා

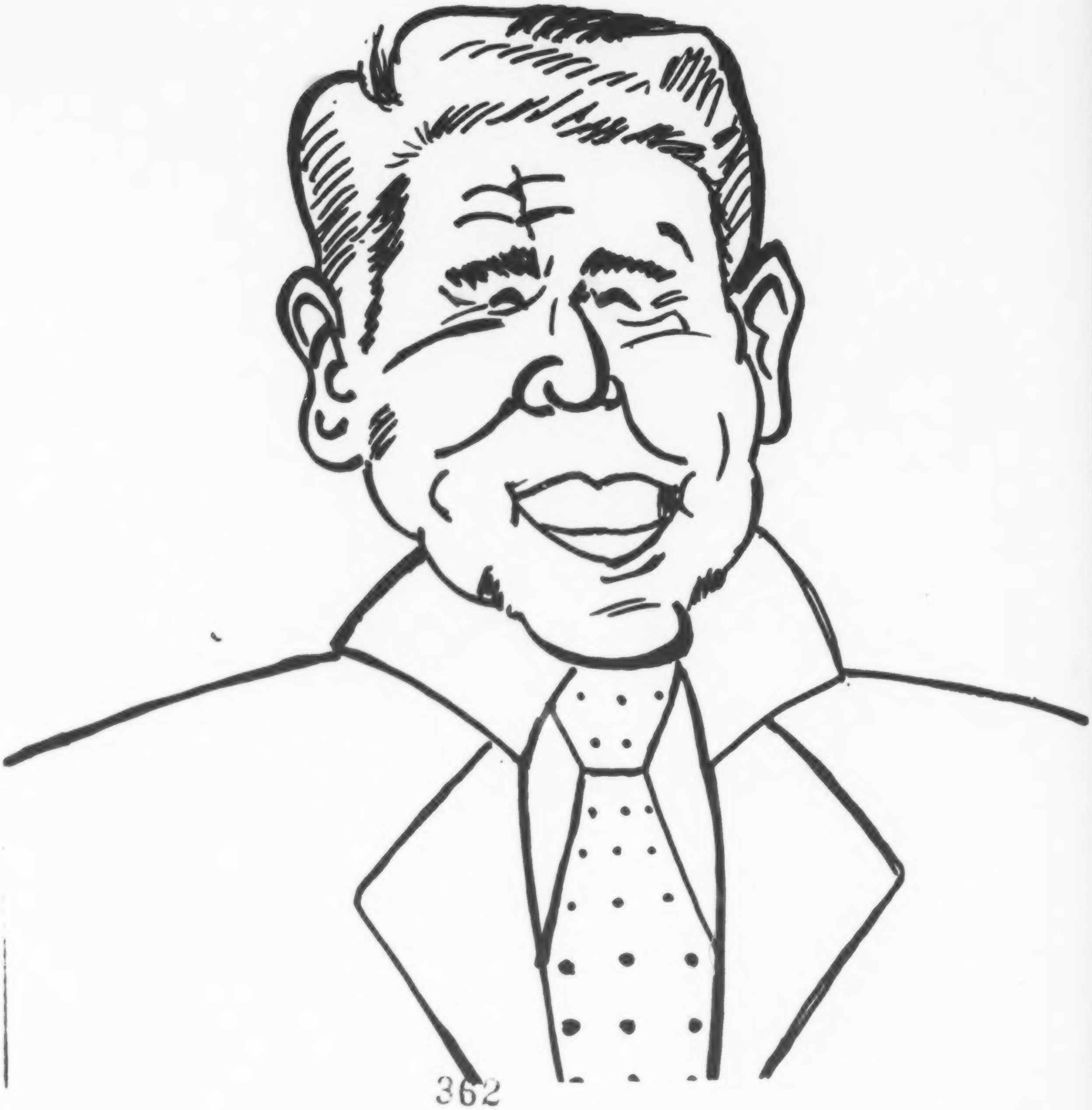
   Show a known married couple and introduce නෝනා and මහත්තයා

3. **Practice:**

   Listening - **10 mins**

   1. Lisening Cloze: Read out the following passage with a photograph or a drawing of the description below. Students listen and fill in the blanks.

- ග්‍රැහැම් -

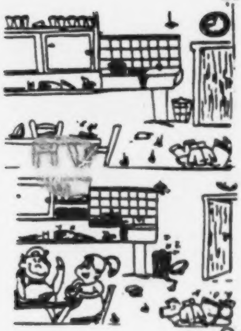


6. **Contingency Plan:**

7. **Comments/Self Evaluation**

3. Practice:

Listening - **10 mins**



1. Show two pictures of a woman on a Saturday morning and asks questions like the ones below. Students respond saying ඔව් or නෑ.

Picture 1: A kitchen showing lot of work to do; unwashed dishes, towels, dirty floor, dirty table, a waste basket full of thrash, unswitched lights, a pile of unwashed clothes, children eating breakfast, etc. Draw 7'o clock on a clock face.	Picture 2: The same kitchen showing some work has been done. The dishes are washed but not the clothes, the children have eaten but not cleaned the table. the floor has not been cleaned, etc..

Questions based on the second picture:

- මේර plates හෝදලද?
- එයා ඇඳුම් හෝදලද?
- එයා මේසේ අස් කරලද?
- එයාගේ ළමයි කාලද?
- එයා waste basket එක අස්කරලද?
- එයා උයලද? etc.

Listening & Speaking - **10 mins**

1. Ask some questions like the following based on the happenings in the training site. Students respond appropriately.

- ප්‍රේමසිරි ටවුමට ගිහිල්ලද?
- කොළඹින් තැපිල ඇවිල්ලද?
- එයා ලියුම් ගෙනැල්ලද?
- office එක වහලද?
- එයා බෙහෙත් අරගෙනද?
- ඔයා කාලද? etc.

Speaking - **15 mins**

1. Students ask and answer questions based onthe pictures of the listening exercise.

Student A: මේර plates හෝදලද?
Student B: ඔව්. මේර plates හෝදලා.
Student A: එයා ඇඳුම් හෝදලද?
Student B: එයා ඇඳුම් හෝදලා නෑ.

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out some information.
Teaching Point	**Grammar: s (3rd person) + past participle**
Materials needed	Picture dialogues, pictures for listening exercise

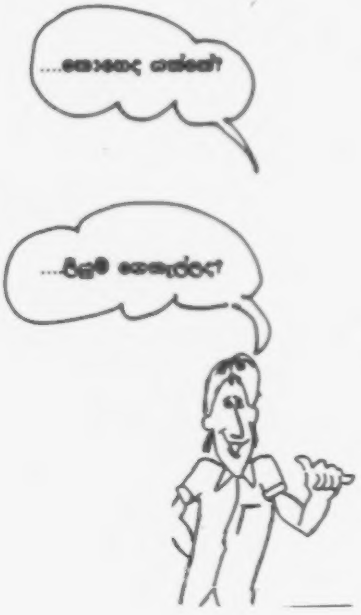
Procedure

1. **Warm up/Review:** **5 mins**

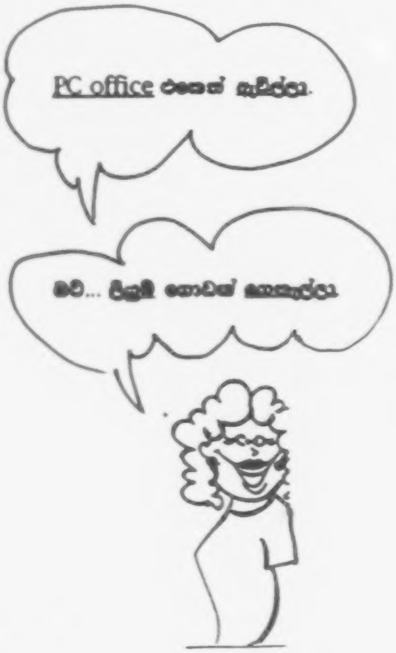
   Review 3rd person pronouns and past participles.

2. **Presentation:** **10 mins**

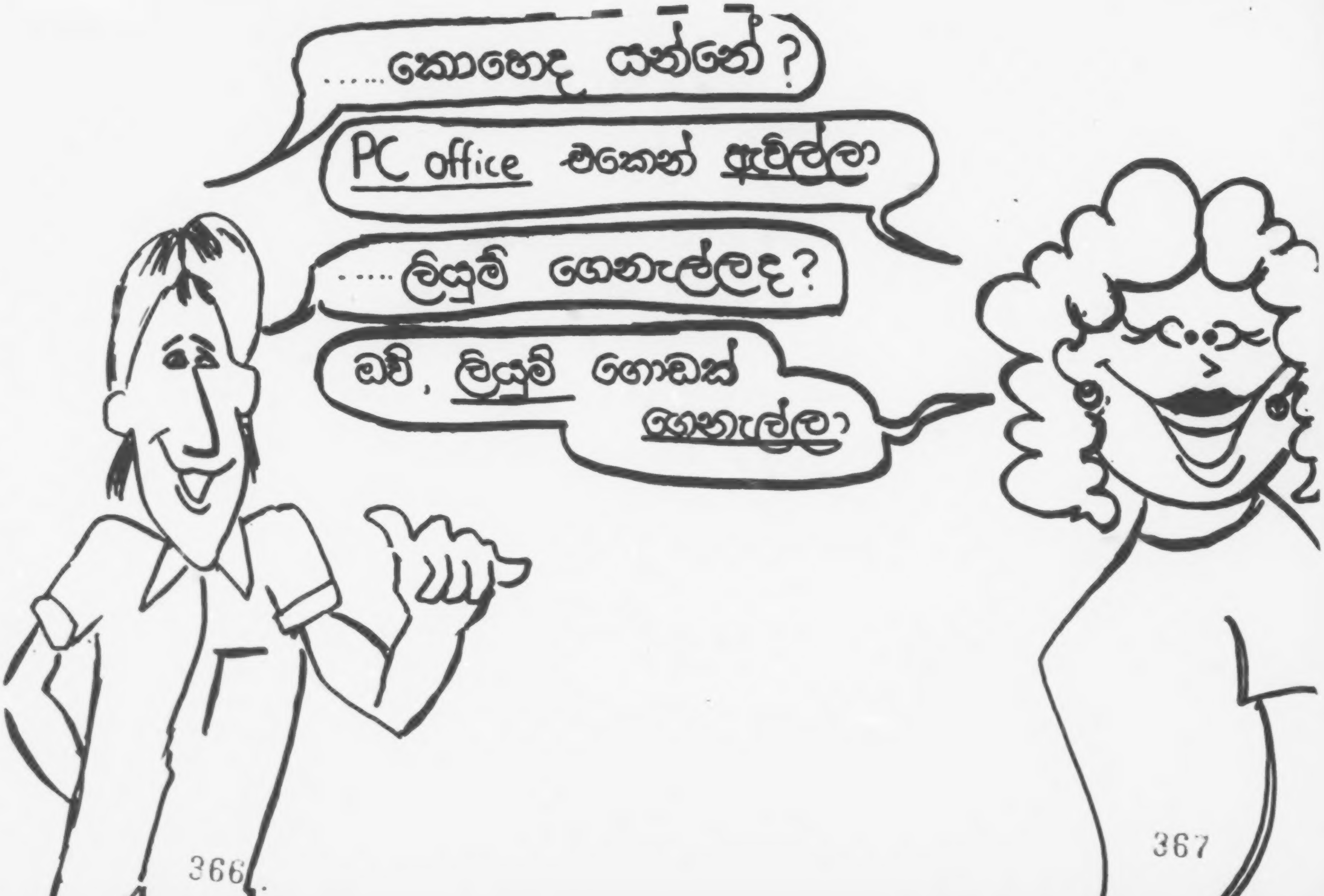
   Present the grammar using pictures dialogues and elicit the rule and the meaning from the students.



PCT 1



PCT 2



......කොහෙද යන්නේ?
PC office එකෙන් ඇවිල්ලා
......ලියුම් ගෙනැල්ලද?
ඔව්, ලියුම් ගොඩක් ගෙනැල්ලා

4. Application (use): 20 mins

Prepare a news item of what some current volunteer have been doing in their vacation. Write some question like the ones listed below. Ask the students work in pairs and ask and answer the questions given. Give them the freedom to make different questions and answers.

> The school vacation has begun. All the PC volunteers have made great plans to spend their vacation. Tim Hacker has gone to Nepal for two weeks his neighbor Kevin Ruess has decided to stay at home because his parents have come down to Sri Lanka. Mary Hopkins has gone to Anuradhapura to see snakes with her friend Marge. Bruce Sprinstein has not gone anywhere as he has fallen sick after that Thanksgiving party........etc.

Questions:

- ඉස්කෝලේ නිවාඩු දීලාද?
- Tim Hacker ලංකාවේද?
- Kevin Ruess කරන්නේ මොනවද?
- Mary Hopkins කරන්නේ මොනවද? etc.

5. Assessment (Task):

Ask the students to find out whether the APCD or the TA has come to the training site and brought mail.

6. Contingency Plan:

Do the activity in 'Sinhala' book old edition p. 105

7. Comments/Self Evaluation

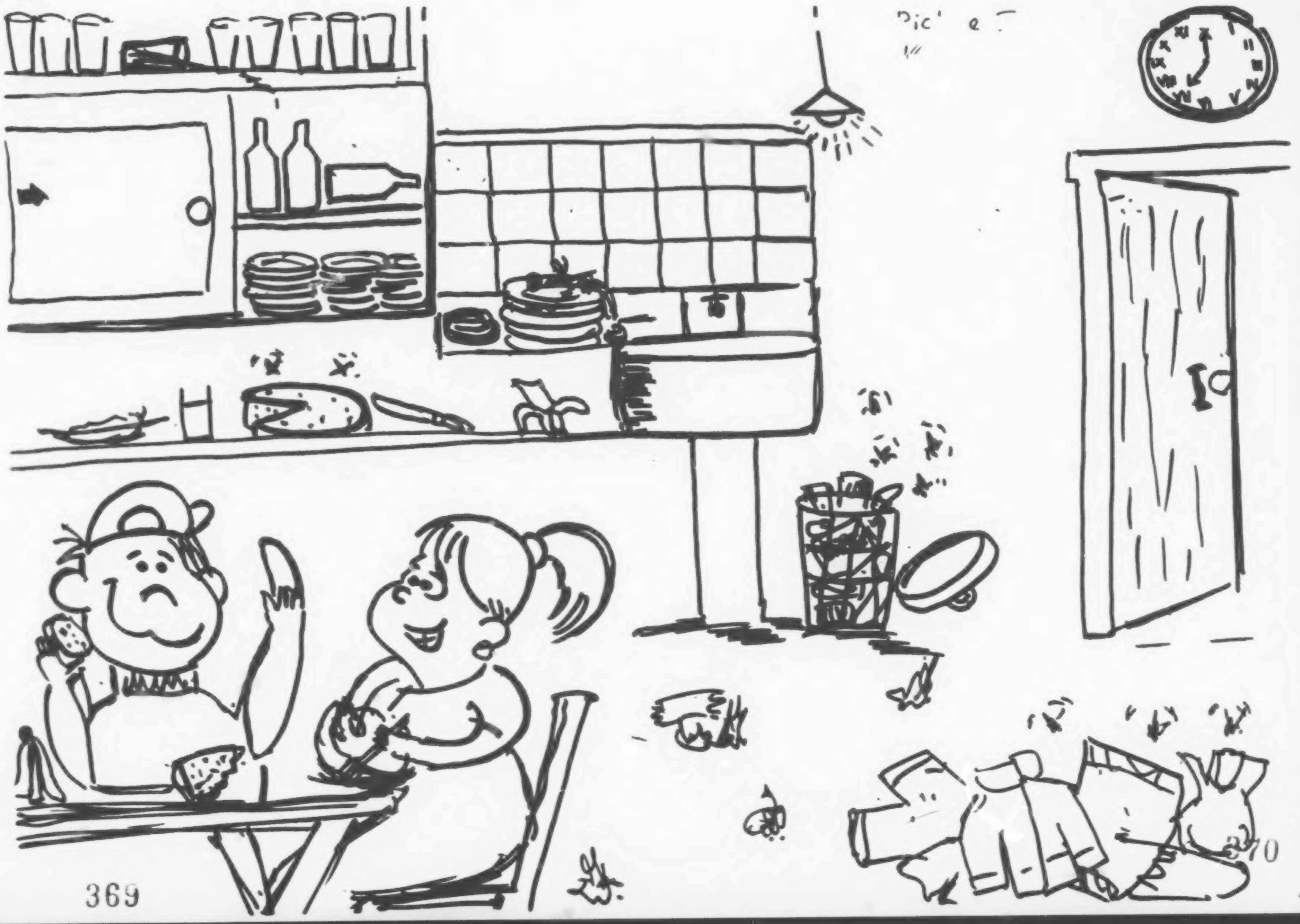
GRAMMAR NOTE

Past Participle:

When the past participle is added to a 3rd person subject, the construction would be present perfect tense as in English.

බස් එක ගිහිල්ලා	The bus has gone.
එයාලා ඇවිල්ලා	They have come.

However, ideas of experiences cannot be constructed this way.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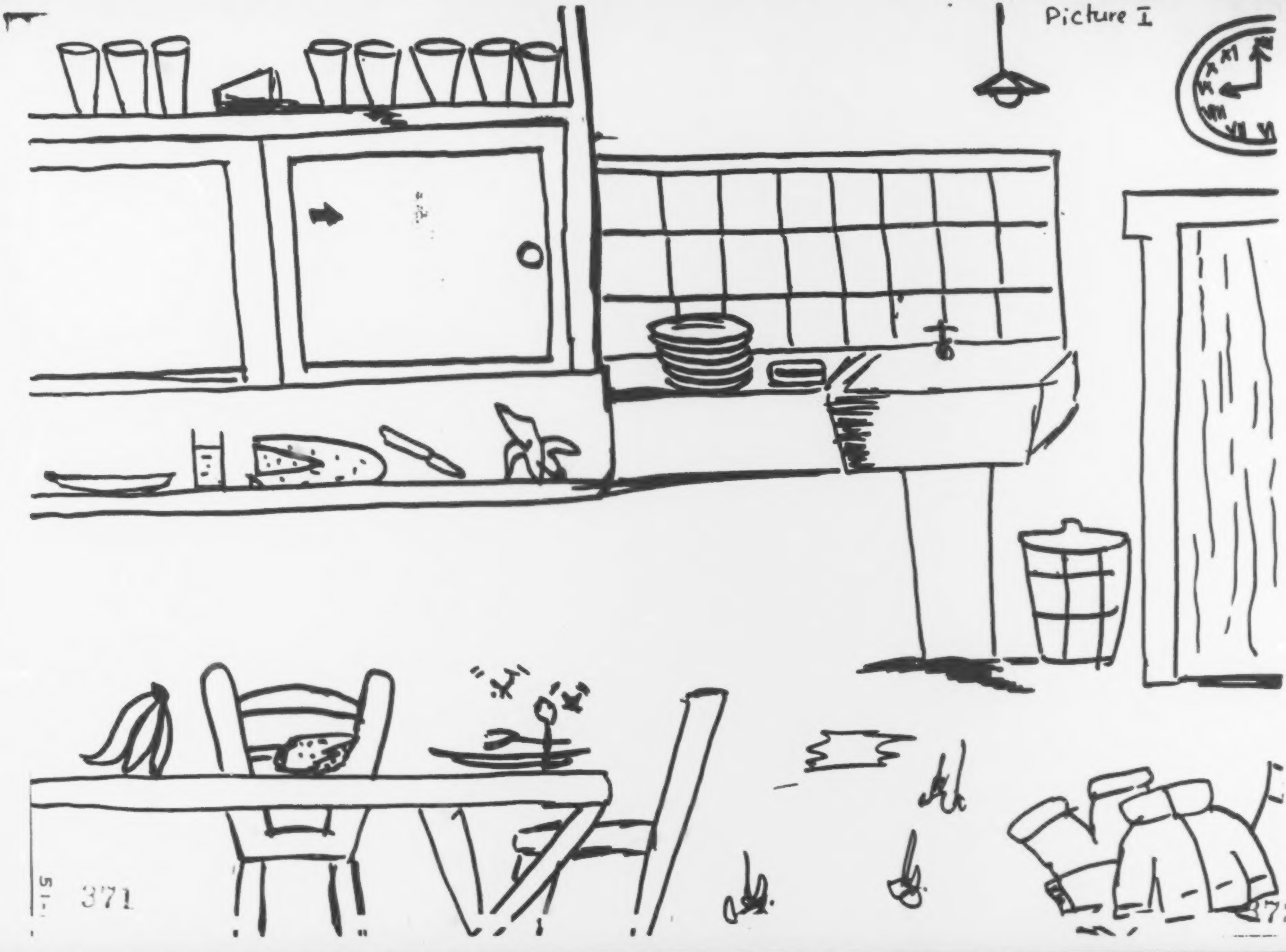
Picture I



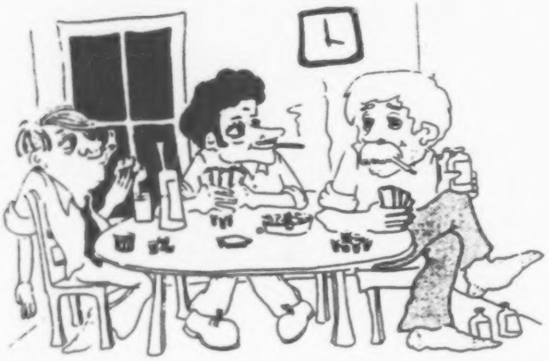
a) yaaluwek paarsəleak ewəla.

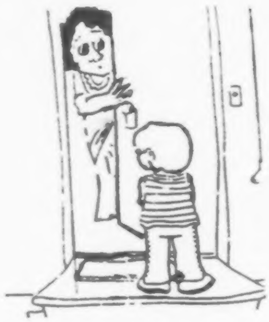
b) lameek æ willa.

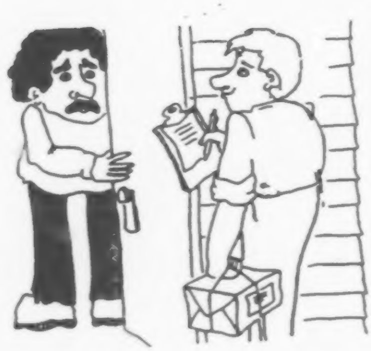
c) mee minissu wæ Də nawattəla.

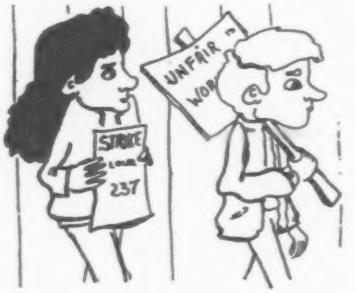
d) mee lamea æ spirin peti huŋ̆gak giləla.

e) eyaa salli huŋ̆gak dinəla.









COMMUNITY ORIENTED PROJECT

Visit the local Police Station and find out:

1. To which officer one can make a complaint about a theft.
2. The different ranks of Police officers.
3. Emergency telephone numbers.

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	stick figures, dialogue strips, role paly cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review emotional adjectives using stick figures.

2. **Presentation:** **5 mins**

   Cut up the dialogue into words and make two sets. Divide the students into two teams. Ask them to rearrange the dialogue meaningfully.

3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue several times.

   Listening & Speaking - **5 mins**

   Practice the dialogue with the students changing roles.

   Speaking - **5 mins**

   Students practice the dialogue in pairs.

4. Application (use): **15 mins**

Role Play

Roles: PCT/Host mother
Situation: At the host family

Purpose: You are happy because your mother has sent you a huge parcel and in it you find that your father has sent you a cheque for hundred dollars. Your sisters have sent you T-shirts and your friends have sent you letters. Your mother inquires why you are so happy. You respond saying the above reasons.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

Social Life

Competency : **To give and receive complements**

Situation : Host Family Home

Dialogue III

Roles: PCT/Host Mother	Functions
ජෝඩ් : **කෑම හරි රසයි. ඔයාට හොඳට උයන්න පුළුවං.** (Food is very tasty. You are a good cook)	- complementing
අම්මා : **ඔයා ඇතිවෙන්න කෑවද මන්ද.** (I doubt whether you had enough)	- responding to the complement

Vocabulary

රසයි සැරයි තිත්තයි ඇඹුල් පැණි රසයි

Grammar

Adverbs: **හොඳට ඉක්මනට හෙමිහිට සතුටෙන් තරහෙන් පරිස්සමින්**

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out the taste of some new items of food
Teaching Point	**Vocabulary:** රසයි සැරයි තිත්තයි ඇඹුල් පැණි රසයි
Materials needed	Realia, role play cards, picture dialogue

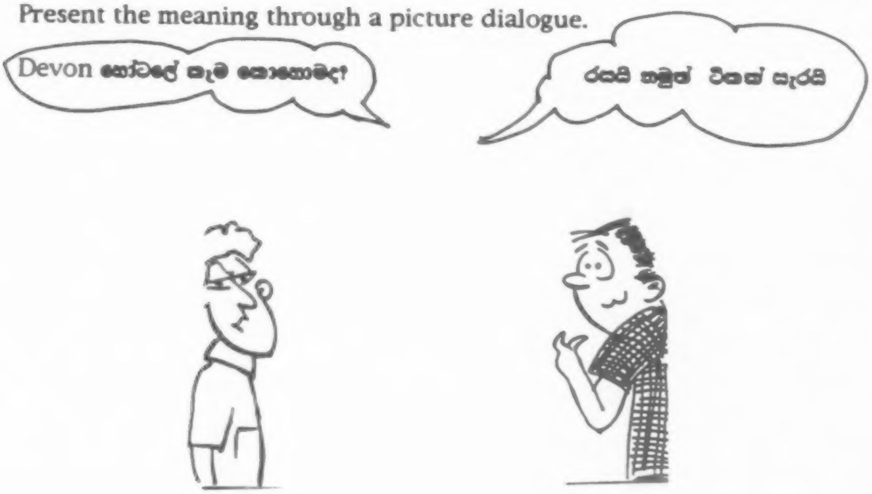
Procedure

1. **Warm up/Review:** **5 mins**

   Review emotional adjectives.

2. **Presentation:** **15 mins**

   Present the meaning through a picture dialogue.



PCT 1 PCT 2

Use realia to present the other forms of tastes.

3. Practice:

Listening - **10 mins**

1. Say right/wrong sentences like the follwing and get the students to answer හරි or වැරදියි.

- සීනි තිත්තයි
- ලුණු පැණි රසයි
- සියඹලා ඇඹුල්යි
- මිරිස් සැරයි etc.

Listening & Speaking - **10 mins**

1. Say related words and get the students say the taste.

Tr:	ice cream	Ss:	(පැණි රසයි)
Tr:	මිරිස්	Ss:	....
Tr:	බෙහෙත්	Ss:	....

Speaking - **10 mins**

1. Ask some questions like the following for the students to answer.

-ඔයාගේ ගෙදර කෑම කොහොමද?
-Malaria pills මොන රසද?
-Pizza සැරද? etc.

4. Application (use): 10 mins

Role Play:

Roles: PCT/Host sister
Situation: At the host family

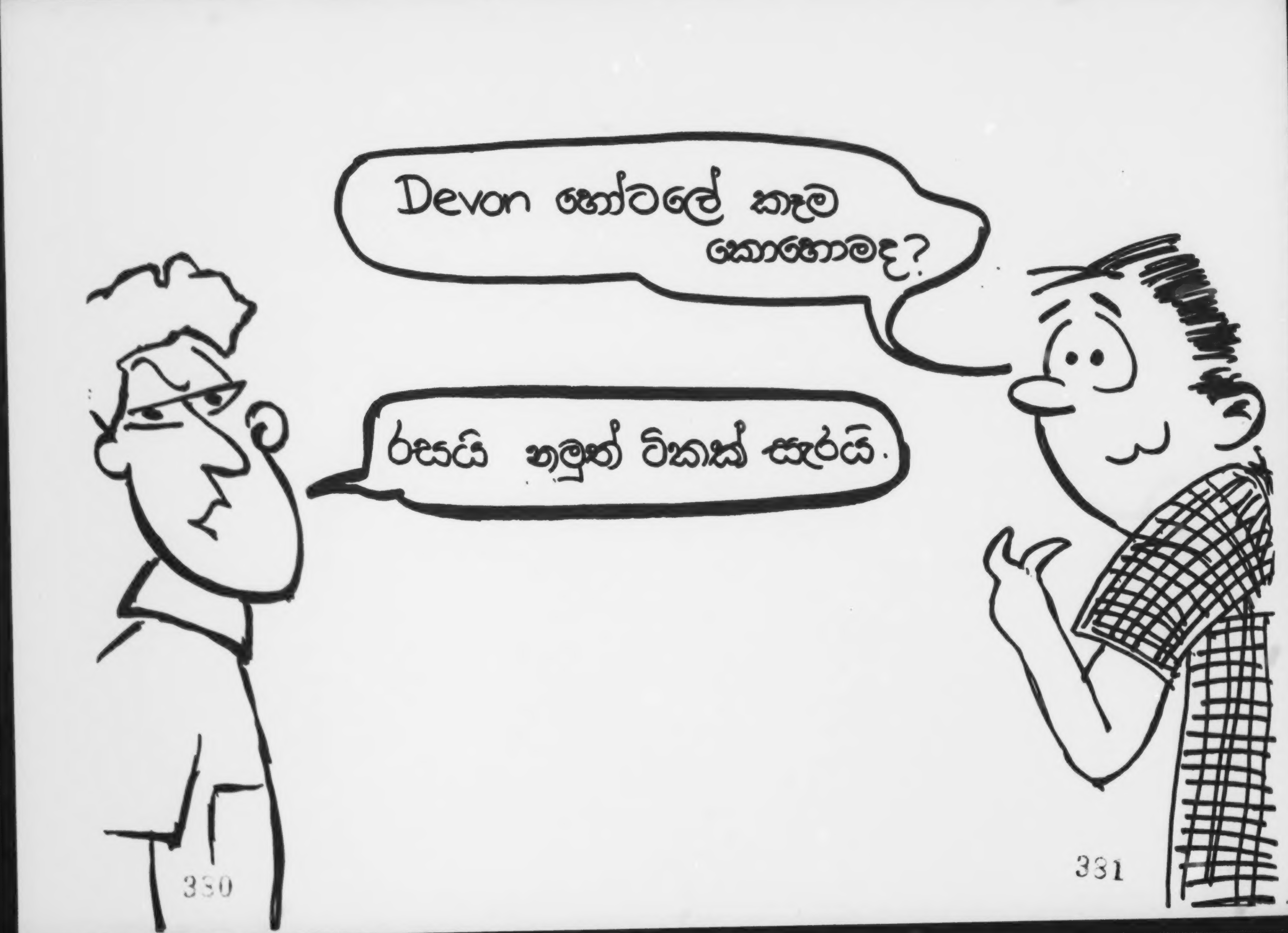
Purpose: PCT is making some american food at the host family; the host sister is trying to find out the different tastes of the food items.

5. Assessment (Task): **10 mins**

Give the students five items of new food and ask them to find out the taste.

6. Contingency Plan:

7. Comments/Self Evaluation


Devon හෝටලේ කෑම කොහොමද?
රසයි නමුත් ටිකක් සැරයි.
330
331

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the adverbs in a given role play.
Teaching Point	Grammar: Adverbs - හොඳට ඉක්මනට හෙමිහිට හයියෙන් තරහෙන් පරිස්සමින්
Materials needed	Picture dialogue, Paper chips, Paper strips,role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review command and negative command forms.

2. **Presentation:** **15 mins**

   Present the adverbs using a simulation.

   Write something slowly on the board and say: මම හෙමින් ලියනවා.

   Write something fast on the board and say: මම ඉක්මනට ලියනවා.

   Introduce the other adverbs using pictures and miming.

3. **Practice:**

   Listening - **10 mins**

   1. Write the adverb on pieces of paper and put it to box. Ask the student to pick one and give you. Ask them to mime the action when you read out the piece of paper.

ඔයාගෙ නම ඉක්මනට ලියන්න

ඉංග්‍රීසි හෙමින් කතාකරන්න

තරහෙන් බලන්න

Glasses පරිස්සමෙන් තියන්න

Photograph එක හොඳට බලන්න

Teacherට හයියෙන් ගහන්න

Listening & Speaking - **10 mins**

1. Mime and say incomplete sentences. Students complete with suitable adverbs. Put the sentences on the board.

    Write fast and say මම .... ලියනවා
    Students say ඉක්මනට

    Speak slowly and say මම .... කතාකරනවා
    Students say හෙමින්

    Frown at somebody and say මම .... බලනවා
    Students say තරහෙන්

    Mime that you are carrying something carefully and say මම .... ගේනවා
    Students say පරිස්සමෙන්

    Speak some Tamil and say මම .... දෙමළ කතාකරනවා
    Students say හොඳට

Speaking - **10 mins**

1. **Write some instructions using adverbs distribute one set to each pair. Ask one student to mime the action and ask the other student to guess it.**

ඉක්මනට ලියන්න

    Student A gets the above strip and mimes : writing fast
    Student B says: ඔයා ඉක්මනට ලියනවා.

    Some suggestions for strips.

ඉක්මනට ලියන්න

හෙමින් කතාකරන්න

පරිස්සමෙන් ඇවිදින්න

4. Application (use): **15 mins**

Role Play: *Roles: PCT/Private Bus driver & conductor*
Situation: On the bus
Purpose: The PCT is going on a bus and finds the bus driver is racing but nobody says anything. PCT feels that it is his/her duty to say not to go fast. He manages to go to the front and shouts at the driver not to go fast and go slow. The driver frowns at the PCT and the PCT asks why he is frowing and the conductor gets into an arguement and asks the PCT to get off quickly. PCT refuses to get off quickly and says he/she would only get off slowly at his/her bus halt. However, the driver stops the bus and kicks the PCT out of the bus.

** **Warning:** Ask the trainees not to try this on a real private bus because the result would be one less for the next class.*

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Adverbs

Usually, adverbs are formed by adding 'ට ' to the existing adjective. Thus:

හොඳ	+	ට	හොඳට	well
ලස්සන	+	ට	ලස්සනට	beautifully

However, there are some irregular ones too:

හෙමින්	slowly
ඉක්මනට	quickly

LESSON PLAN III

Estimated Time	20 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	Dialogue
Materials needed	Picture dialogue , role play cards

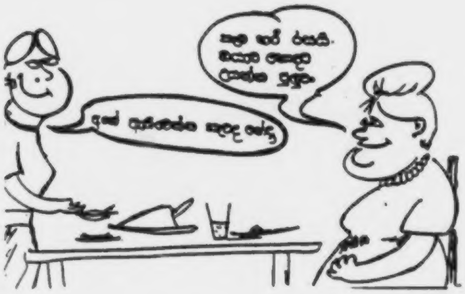
Procedure

1. **Warm up/Review:** **3 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **3 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **3 mins**

   Read out the dialogue several times for the students to listen.

   Listening & Speaking - **3 mins**

   Take roles and practice the dialogue.

   Speaking - **3 mins**

   Students practice the dialogue taking roles

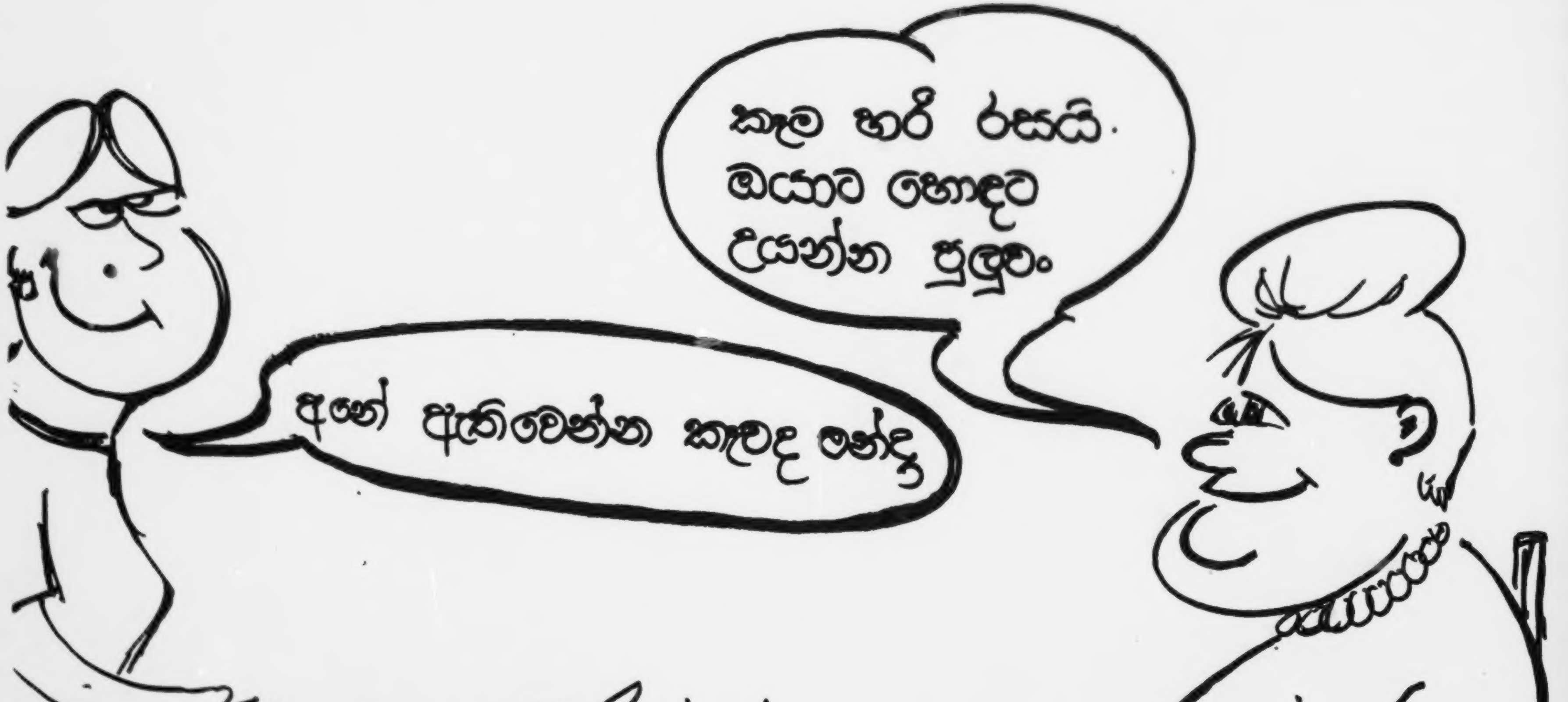
4. Application (use): **5 mins**

Ask the students to do a role play based on the dialogue.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


කෑම හරි රසයි. ඔයාට හොදට උයන්න පුලුවං
අනේ ඇතිවෙන්න කැවද මන්දු

Social Life	Competency : To respond to personal remarks Situation : on the street

Dialogue

Roles: PCT/Sri Lankan	Functions
පාරේ ඉන්න කෙනෙක් : හා....... පිස්සු හැදෙන සද .... මේ මේ නංගියෙ නම මොකද්ද? (Wow! A nice bit! here.... what's your name?)	- casting remarks
ස්වේච්ඡා සේවකයා : කරුණාකරලා මට මගෙ පාඩුවේ ඉන්න දෙන්න. (Please, leave me alone.)	- commenting

Vocabulary

පිස්සු හැදෙන සද

මාර ගැස්සිල්ල මචං

ආදරේ හිතෙනවා දැක්කම

LESSON PLAN

Estimated Time	
Objective	
Teaching Point	Vocabulary & Dialogue පිස්සු හැදෙන සද මර ගැස්සිල්ල මට. ඇදගේ සීතෙනවා දැන්නම
Materials needed	

Procedure

1. Warm up/Review:

2. Presentation:

3. Practice:

    Listening -

    Listening & Speaking -

    Speaking -

4. Application (use):

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

E

Topic V: Food

Competencies		Page
(1)	To describe food needs:	
	Dialogue I	01-08
	Dialogue II	09-15
(2)	To ask about typical host country foods:	
	Dialogue I	16-23
(3)	To express food preferences:	
	Dialogue I	24-33
(4)	To refuse additional food when offered:	
	Dialogue I	34-36

Food

Competency : To describe food needs

Situation : Sri Lankan Home

Dialogue I

Roles: PCT/Host Mother	Functions
අම්මා : **මොනවද ඕනෙ?** (What do you want?)	- inquiring
ඔබ : **මට වතුර ටිකක් ඕනෙ** (I want some water)	- expressing needs

Vocabulary

කිරිබත් පාන් ඉඳිආප්ප ආප්ප පිට්ටු පොල් සම්බෝල ලුණුමිරිස්

Grammar

S (Dative) + **ඕනෙ/ එපා**

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out information
Teaching Point	**Vocabulary:** කිරිබත් පාන් ඉදිආප්ප ආප්ප පිට්ටු පොල් සම්බෝල ලුනුමිරිස්
Materials needed	Realia, listening cloze, information gap

Procedure

1. **Warm up/Review:** **2 mins**

   Ask the students about their breakfast.

2. **Presentation:** **10 mins**

   Present the vocabulary using realia. Bring in all the items of food to the classroom and introduce the names and ask the students taste a bit if they want.

3. **Practice:**

   Listening - **15 mins**

   1. Make some labels of the food items and give them to the students. Ask them to place the correct label near the correct food item when you say it.
   2. Students listen to the following passage and fill in the blanks.

> ජිම්ගේ අම්මා අද උදේට ඉව්වෙ නෑ. එයාට අසනීප නිසා. එයා පාන් ගෙනාවා. පොල් සම්බෝල හැදුවා. ඊයේ උදේ එයා ආප්ප ඉව්වා. ලුනුමිරිස් හැදුවා. මේරිගේ අම්මා අද උදේ පිට්ටු හැදුවා. ඊයේ උදේට ඉදිආප්ප හැදුවා. අවුරුද්ද දවසේ එයාලා ඔක්කොම කිරිබතුයි ලුනුමිරිසුයි කෑවා.

Listening & Speaking - **10 mins**

1. Ask questions like the following based on the above passage. Students listen and answer.

Tr:	ජිම් අද උදේට කෑවේ මොනවද?	Ss:	පාන්යි පොල් සම්බෝලයි
Tr:	ජිම් ඊයේ උදේට කෑවේ මොනවද?	Ss:	....
Tr:	මේරි අද උදේ ඉඳිආප්ප කෑවද?	Ss:	............................etc.

Speaking - **10 mins**

1. Students work in pairs and ask and answer questions like the following.

-ඔයා අද උදේ කෑවේ මොනවද?
-ඔයා ඊයේ රෑට කෑවේ මොනවද?
-ඔයා ඊයේ උදේ ආප්ප කෑවද?

4. Application (use): **10 mins**

Role Play: Roles: PCT/Waitor
Situation: At a restaurant
Purpose: PCT goes to the restaurant; asks what's available and orders food.

5. Assessment (Task):: **10 mins**

Send the students out of the classroom to find out what some of the Sri Lankans ate for breakfast.

6. Contingency Plan: **15 mins**

Information Gap:

	උදේ	දවල්	රෑ
ජිම්	පාන්	බත්	?
මාජ්	?	බත්	?
මේරි	ඉඳි ආප්ප	මොකුත් නැ	?
ලූක්	කිරිබත්	?	පාන්

	උදේ	දවල්	රෑ
ජිම්	?	?	පිට්ටු
මාජ්	බත්	?	ආප්ප
මේරි	?	?	ආප්ප/ලුණු මිරිස්
ලූක්	?	බත්	?

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the studens will be able to find out what some Sri Lankans want from town
Teaching Point	**Grammar: S (Dative) + ඕනෙ/ එපා**
Materials needed	Picture dialogue, paper chips, MCQ charts, role play cards

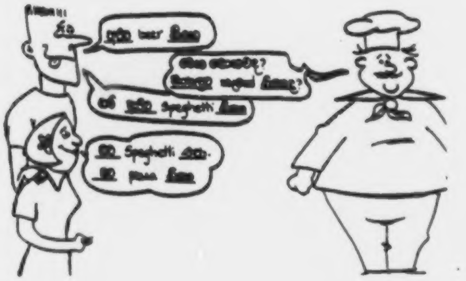
Procedure

1. **Warm up/Review:** **10 mins**

   Question strips.

2. **Presentation:** **15 mins**

   Present the grammar using a picture dialogue.



3. **Practice:**

   Listening - **15 mins**

   1. Check for understanding through a MCQ questionairre. Students say ඕනෙ/එපා.

      1. කැලීට අසනීපයි.

         a) ඔයාට medicine ඕනෙද?
         b) ඔයාට තේ ඕනෙද?
         c) ඔයාට rest ඕනෙද?

2. සල්ලි ඇමරිකාවට යනවා.

a) එයාට visa ඕනෙද?
b) එයාට passport එකක් ඕනෙද?
c) එයාට ticket එකක් ඕනෙද?

3. ජේනිට බඩගිනියි.

a) එයාට noodles ඕනෙද?
b) එයාට medicine ඕනෙද?
c) එයාට rest ඕනෙද?

4. ගීතාට සීතලයි.

a) එයාට sweater එකක් ඕනෙද?
b) එයාට උණුවතුර ඕනෙද?
c) එයාට A.C. ඕනෙද?

Listening & Speaking - **10 mins**

1. Get the students to answer questions like the following.

- ජිම් සුපර්මාකට්ටුට යනවා. එයාට මොනවද ඕනෙ?
- ඔයාලා thanksgiving lunch උයනවා ඔයාලට මොනවද ඕනෙ?
- පර්ක් French Fries හදනවා එයාට මොනවද ඕනෙ?
- සමීරගේ ක්‍රිකට් ගහනවා. එයාට මොනවද ඕනෙ?
- ගීතා උගන්නනවා. එයාට මොනවද ඕනෙ?
- ටිම්ට අසනීපයි. එයාට මොනවද ඕනෙ?

Speaking - **15 mins**

1. Guessing Game (Birthday Gift)

Write some names of gift items on pieces of paper and distribute them among the students. Students work in pairs and try to guess what the other person wants for his birthday.

Student A: ඔයාට කාර් එකක් ඕනෙද?
Student B: මට කාර් එකක් එපා.
Student A: ඔයාට watch එකක් ඕනෙද?
Student B: මට watch එකක් එපා.
Student A: ඔයාට beer can එකක් ඕනෙද?
Student B: ඔව් මට beer can එකක් ඕනෙ.

4. Application (use): **10 mins**

Role Play:

Roles: PCT/Host mother, sister,
Situation: At the host family,
Purpose: PCT goes shopping. He/she asks his/her mother, sister what they want in town.

5. **Assessment (Task):** **10 mins**

Send the students to meet some Sri Lankans and ask what they want from town.

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

GRAMMAR NOTE

'Want' 'ඕනේ':

This verb may occur with a dependent Noun. The subject is in the Dative case:

මට පෑනක් ඕනේ	I want a pen
එයාට සල්ලි ටිකක් ඕනේ	She wants some money.

This may also occur with a dependent verb. The the pattern is:

මට කමිසයක් ගන්න ඕනේ	I want to buy a shirt.

The question marker ද? may be added to make it a question.

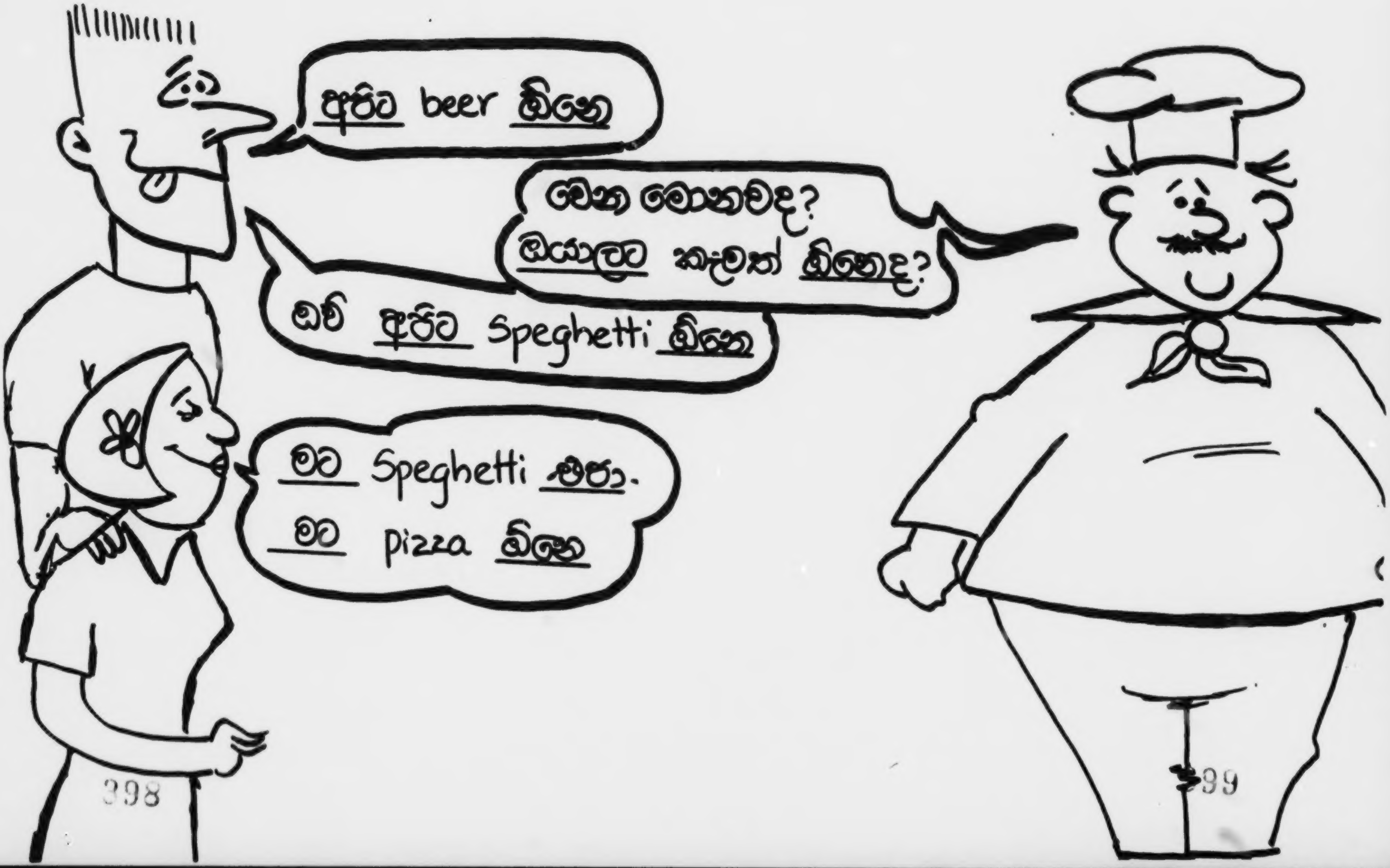
ඔයාට බියර් ඕනෙද?	Do you want beer?

These sentences are negated by adding නෑ.

එයාට බියර් ඕනේ නෑ	He does not want beer.

එපා is usually used when negating sentences in the 1st person.

මට/අපිට තේ එපා	I/We don't want tea.


අපිට beer ඕනෙ
වෙන මොනවද? ඔයාලට කෑමත් ඕනෙද?
ඔව් අපිට Speghetti ඕනෙ
මට Speghetti එපා. මට pizza ඕනෙ

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

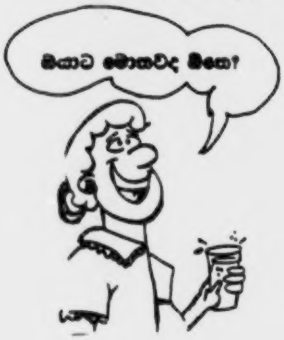
Procedure

1. **Warm up/Review:** **2 mins**

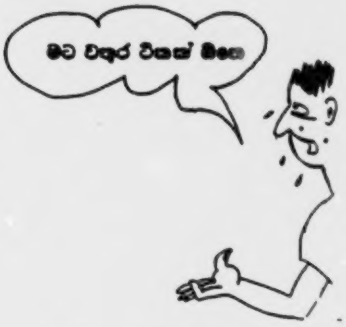
   Review the vocabulary and grammar relavant to the dialogue.

2. **Presentation:**

   Present the dialogue using a picture dialogue. **2 mins**



Host mother



PCT

3. **Practice:**

   Listening - **3 mins**

   1. Read the dialogue several times for the students to listen.

   Listening & Speaking - **3 mins**

   1. Take roles and practise the dialogue with the students.

   Speaking - **5 mins**

   1. Students take roles and practise the dialogue using substitutions.

4. **Application (use):** **10 mins**

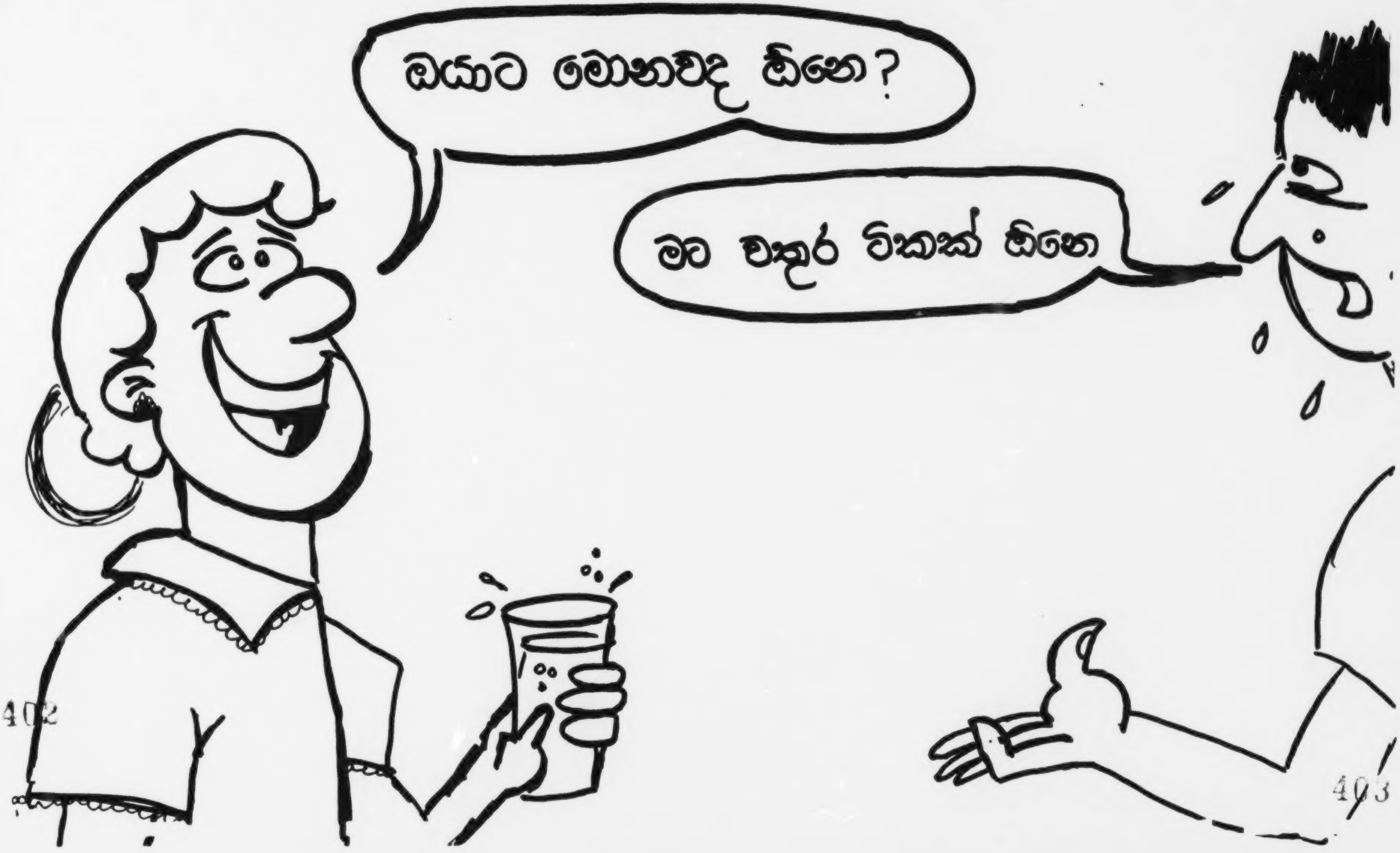
Role Play:

Roles: PCT/trader
Situation: At the shop
Purpose: PCT goes shopping to buy things for the thanksgiving party.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


ඔයාට මොනවද ඕනෙ?
මට වතුර ටිකක් ඕනෙ
402
403

Food

Competency : **To describe food needs**

Situation : Sri Lankan home

Dialogue II

Roles: PCT/Host Mother	**Functions**
අම්මා : **තේ ටිකක් හදලා දෙන්නද?** (Shall I make some tea for you?)	- offering assistance
මම : **දැන් එපා. පස්සේ බොන්නං.** (Not now. I'll have tea later)	- refusing assistance

Grammar

S(Dative) + Verb (past participle) + **දෙනවද?**

S(Direct) + Verb (past participle) + **දෙන්නද?**

LESSON PLAN I

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out meanings of new words
Teaching Point	Grammar: S(Dative)+Verb (past participle)+ දෙනවද?
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

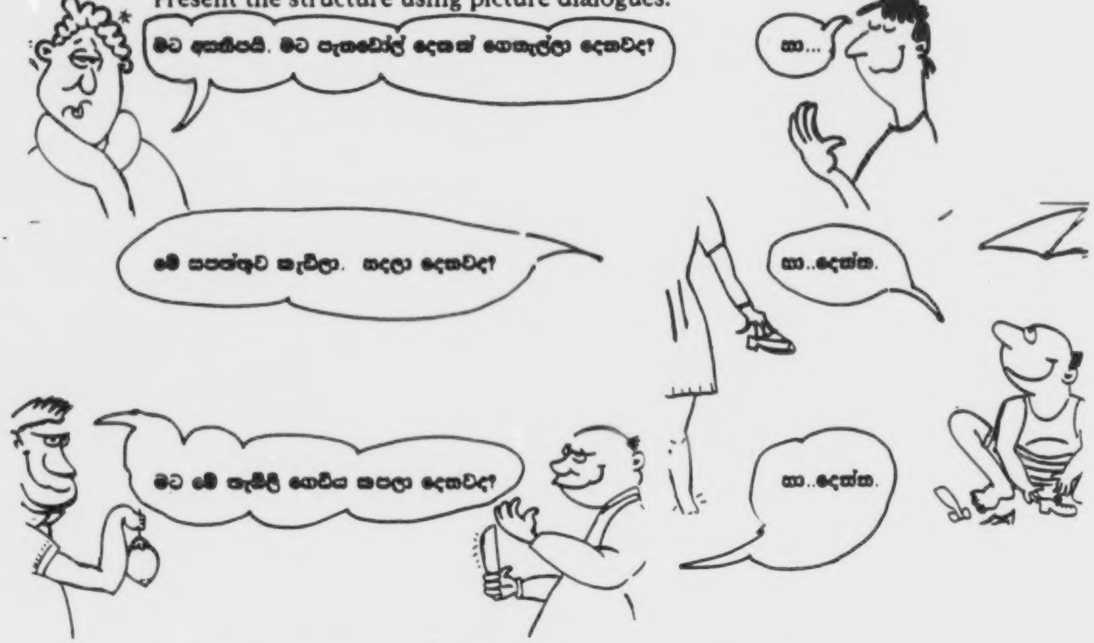
Procedure

1. **Warm up/Review:** **5 mins**

   Review the infinitive form of the verb and Past Participles.

2. **Presentation:** **15 mins**

   Present the structure using picture dialogues.


මට අසනීපයි. මට පැනඩෝල් දෙකක් ගෙනැල්ලා දෙනවද?
හා...
මේ සපත්තුව කැඩිලා. හදලා දෙනවද?
හා..දෙන්නං.
මට මේ තැඹිලි ගෙඩිය කපලා දෙනවද?
හා..දෙන්නං.

Get more examples and elicit the meaning and the rule from the students.

3. **Practice:**

Listening - **20 mins**

1. Check understanding by asking the students to choose the correct and incorrect sentences when you read sentences like the following.

   - තැඹිලි ගෙඩිය කපලා දෙනවද?
   - බියර් එක බිලා දෙනවද?
   - පැනඩෝල් දෙකක් ගෙනැල්ලා දෙනවද?
   - පොත බලලා දෙනවද?
   - මට කෑම ටිකක් උයලා දෙනවද?
   - දොර ඇරලා දෙනවද?
   - මට මේක කාලා දෙනවද?

2. Read the following sentences and ask the students to choose the correct answer from a MCQ questionnaire.

   1. මේ වීදුරුවෙ කූඹි ඉන්නවා. මේක ටිකක්...

      a) කඩලා දෙනවද?
      b) හෝදලා දෙනවද
      c) කාලා දෙනවද?

   2. සපත්තුව කැඩිලා. මේක

      a) කපලා දෙනවද?
      b) අරගෙන දෙනවද?
      c) හදලා දෙනවද?

   3. මට සනීප නෑ.

      a) පැනඩෝල් දෙකක් බිලා දෙනවද?
      b) පැනඩෝල් දෙකක් කපලා දෙනවද?
      c) පැනඩෝල් දෙකක් ගෙනැල්ලා දෙනවද?

   4. මං සම්බෝල හදන්න දන්නෙ නෑ. මට සම්බෝල

      a) කාලා දෙනවද?
      b) හදලා දෙනවද?
      c) උයලා දෙනවද?

   5. මං දෙමලෙන් නම ලියන්න දන්නෙ නෑ. ගොසෙල් මට..

      a) ඇදලා දෙනවද?
      b) කියලා දෙනවද?
      c) ලියලා දෙනවද?

Listening & Speaking - **10 mins**

1. Get the students to complete sentences like the following using appropriate endings.

Tr:	මේ තැඹිලි ගෙඩිය	Ss:	(කපල දෙනවද?)
Tr:	ඔරලෝසුව කැඩිලා. මේක	Ss:	.......................?
Tr:	මට අසනීපයි. කෑම ටිකක්..	Ss:	.......................?
Tr:	මගේ අත කැඩිලා. මගේ ඇඳුම ටික	Ss:	.......................?
Tr:	මගේ බඩ රිදෙනවා. මට කෝපි ටිකක්..	Ss:	.......................?

Speaking - **15 mins**

1. Write the above listening and speaking sentences on strips and give each pair a set of them. One student picks one from the set and makes a polite request and the other responds by agreeing to do or not agreeing.

For example: Student A gets

මේ තැඹිලි ගෙඩිය

Student A: මේ තැඹිලි ගෙඩිය කපල දෙනවද?
Student B: හොඳයි මං කපලා දෙන්නං or දැන් බෑ. පස්සෙ කපලා දෙන්නං.

4. Application (use): 20 mins

Your shoes are boken. Go to the shoe maker and get it mended.

You're sick. You need some Panadol. Ask your host sister whether she could get you some.

You need to get somebody's help to do your homework. Ask your host sister whether she could assist.

Your window is broken. Ask your host brother whether he could help to repair it.

5. Assessment (Task): 10 mins

Write two or three new Sinhala words on the board and ask the students to meet some Sri Lankans and ask them whether they could teach them the meanings.

6. Contingency Plan:

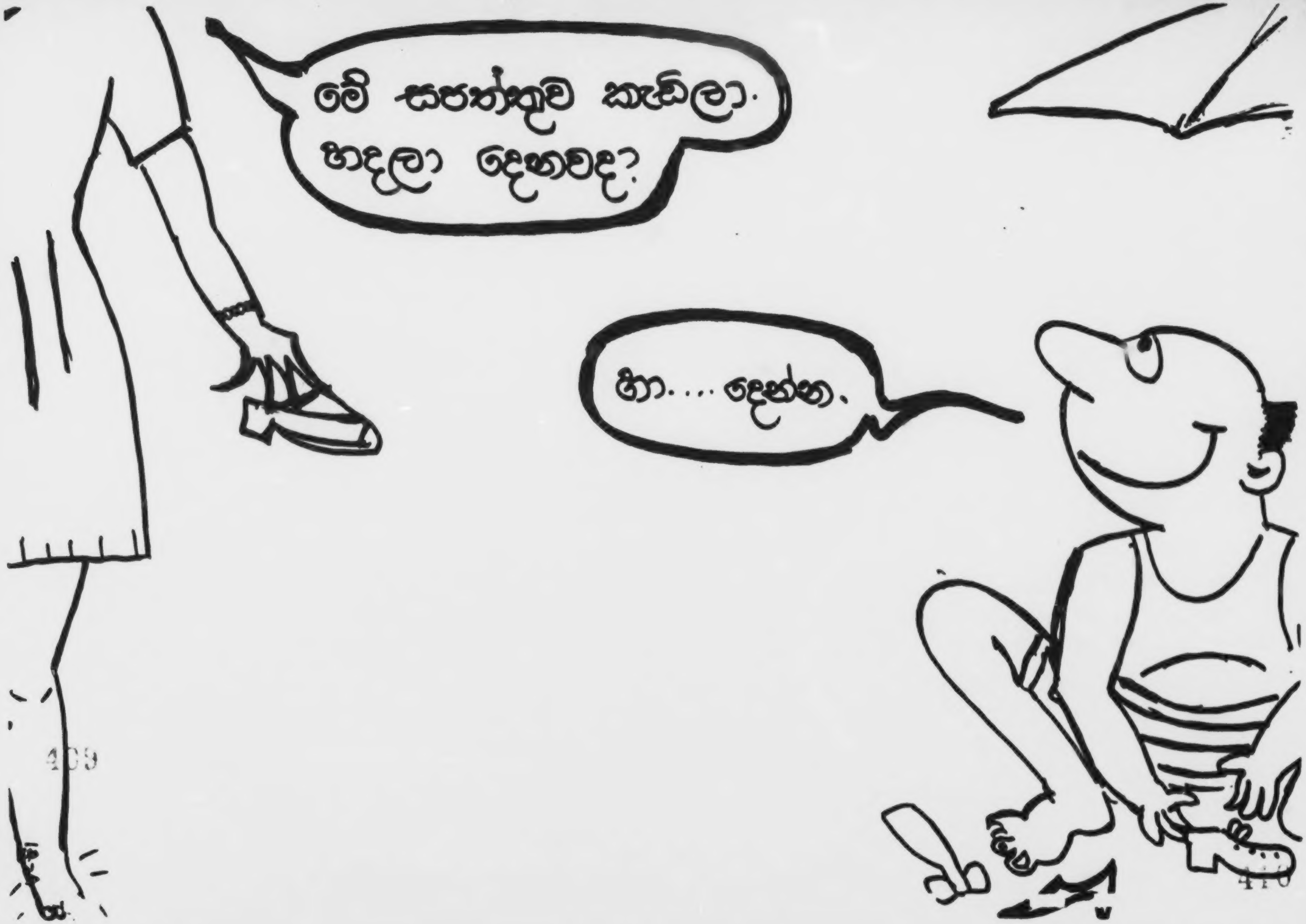
7. Comments/Self Evaluation

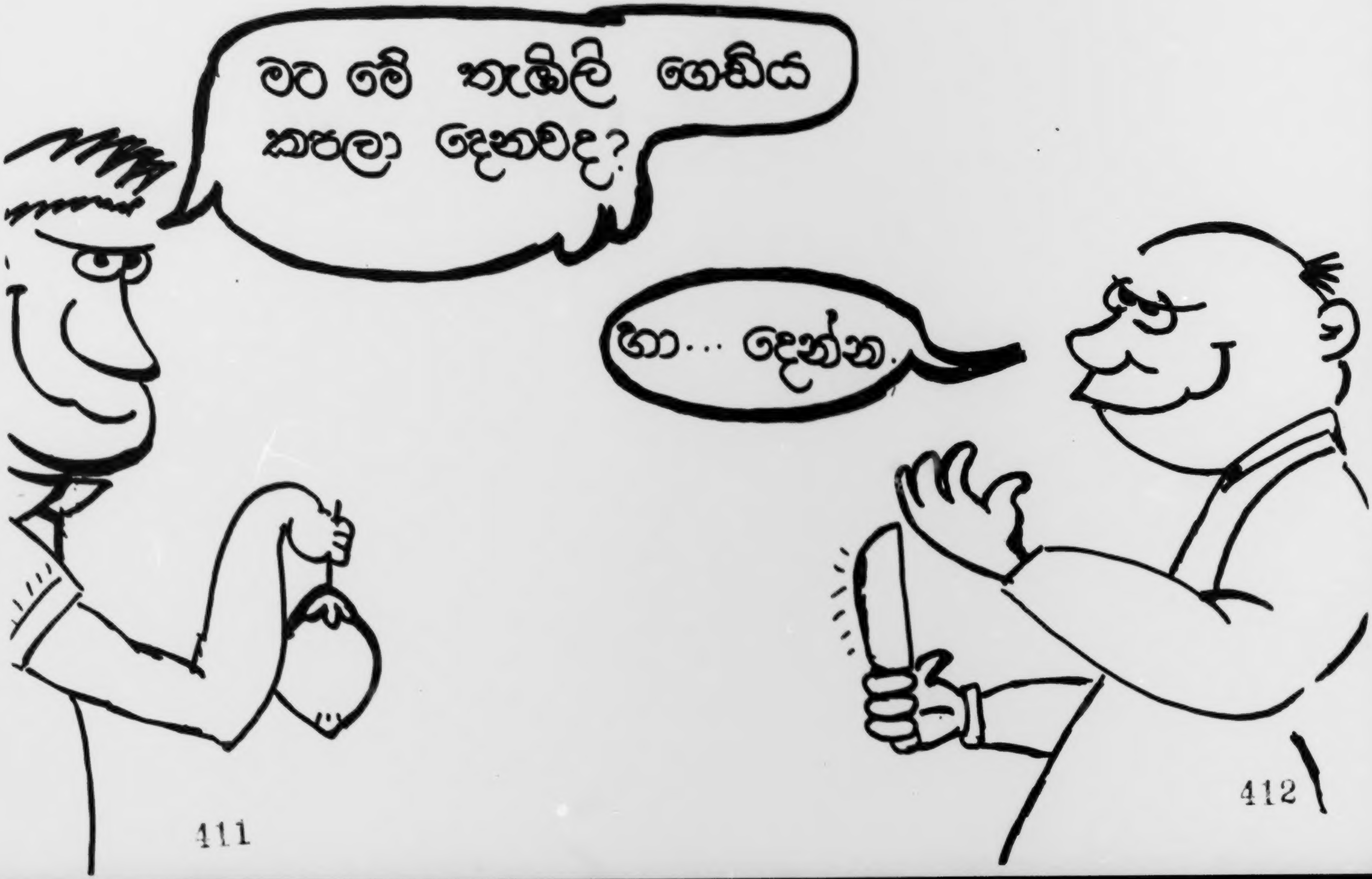
GRAMMAR NOTE

Past Participle + දෙනවා:

Past Participle of certain volitive verbs + දෙනවා expresses of performing the action for someone as a favour:

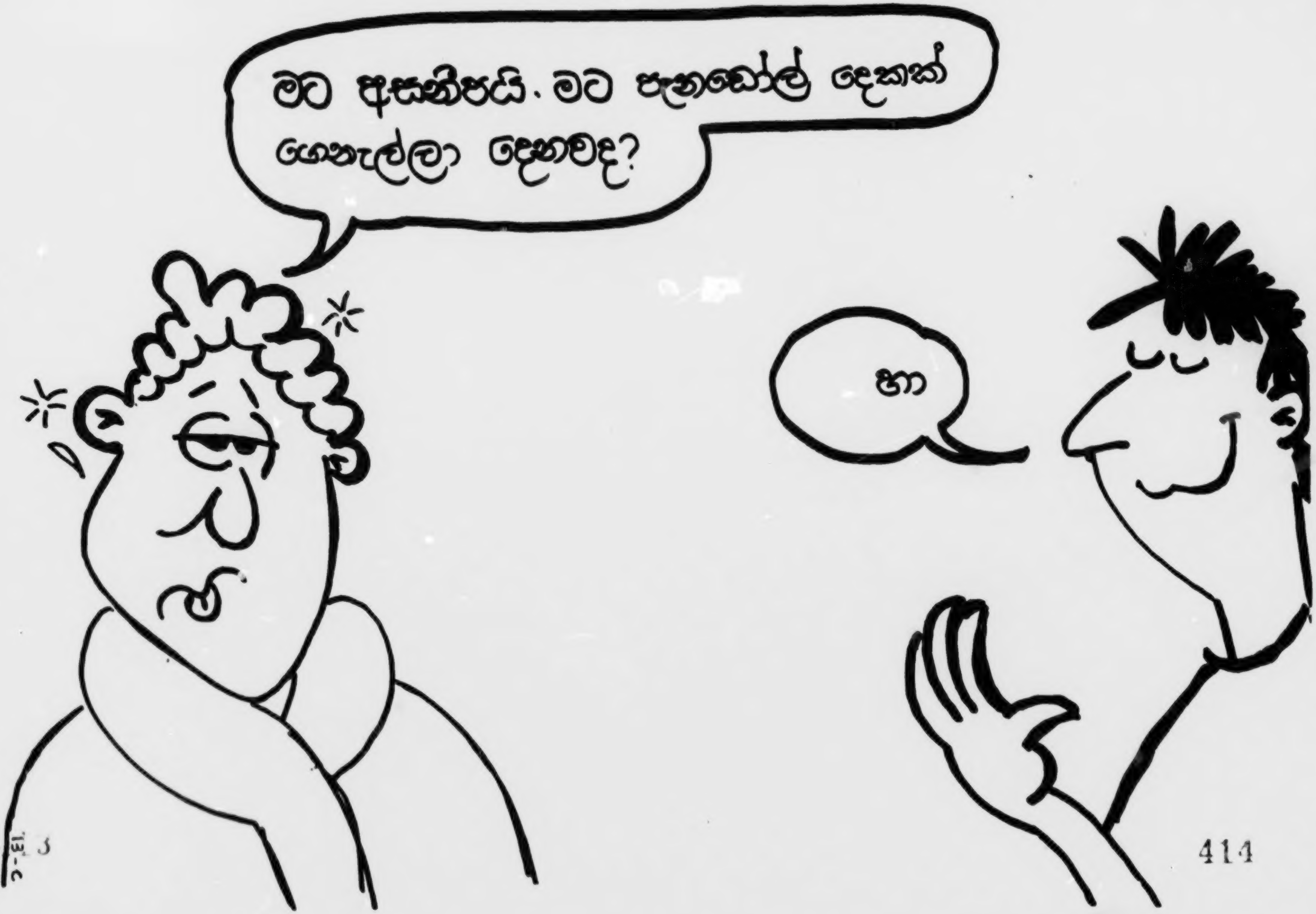
තැඹිලි ගෙඩිය කපලා දෙනවද? Will you please cut this taembili for me?


මේ සපත්තුව කැඩිලා. හදලා දෙනවද?
හා.... දෙන්න.
409
410


මට මේ තැඹිලි ගෙඩිය කපලා දෙනවද?
හා... දෙන්න.

411

412


මට අසනීපයි. මට පැනඩෝල් දෙකක් ගෙනැල්ලා දෙනවද?
හා

LESSON PLAN II

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able use the dialogue in a given role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

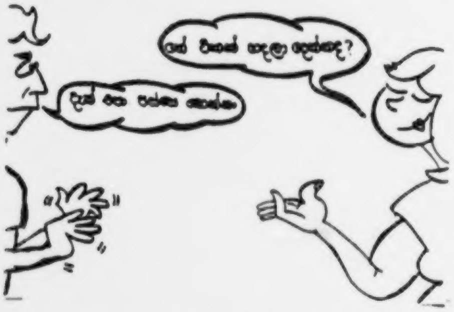
Procedure

1. **Warm up/Review:** **5 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **3 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **2 mins**

   Read the dialogue several times for the students to listen.

   Listening & Speaking - **10 mins**

   Ask possible requests from the student. Students answer.

   - තැඹිලි ගෙඩියක් කපල දෙන්නද?
   - අලුත් වඩා ටිකක් කියල දෙන්නද?
   - හොඳ පුටුවක් ගෙනැල්ල දෙන්නද?
   - වතුර ටිකක් ගෙනැල්ල දෙන්නද?
   - ලංකාව ගැන කියල දෙන්නද?

   Speaking - **5 mins**

   Students practise the dialogue using substitutions.

4. **Application (use):** **10 mins**

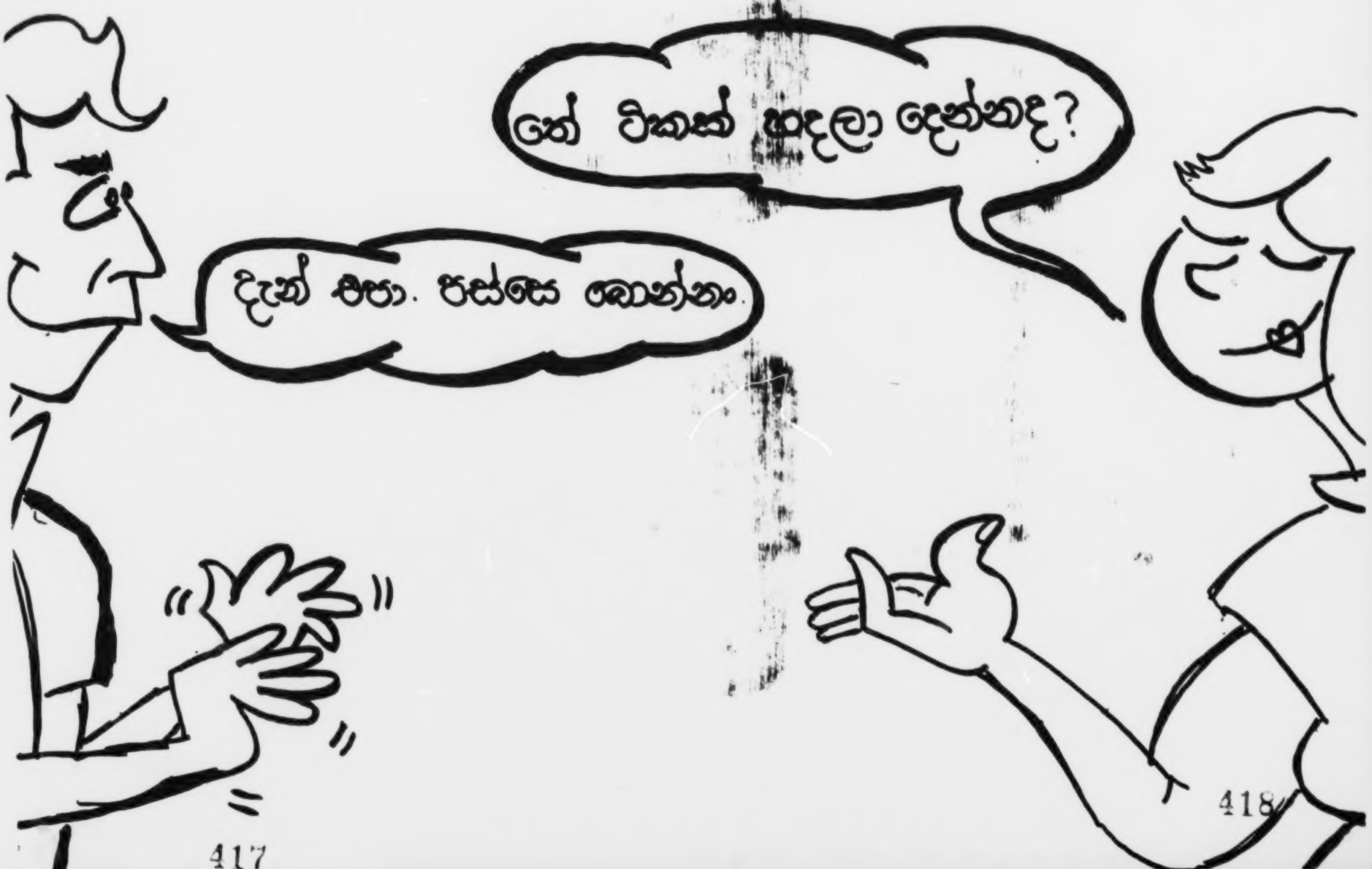
Role Play:

Roles: PCT/Host mother
Situation: At the host family
Purpose: PCT feels sick. PCT's host mother is trying to help by asking whether she could get you some panadol, කොත්තමල්ලි , some food. PCT responds.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


තේ ටිකක් හදලා දෙන්නද?
දැන් එපා. පස්සෙ බොන්නං.

417

418

Food

Competency : **To ask about typical host country foods**

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
අම්මා : **මේ මොකක්ද? මං මේවා කාලා නෑ.** (What is this? I haven't had this before)	- asking for information
ජිම් : **මේ දෙල්.** (This is bread fruit)	- identifying

Vocabulary

දෙල්. කොස් පොල් වම්බටු බණ්ඩක්කා වට්ටක්කා අල බෝංචි

Grammar

Verb (past participle) + **තියෙනවා/නෑ**

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a game.
Teaching Point	Vocabulary: දෙල්. කොස් පොල් වම්බටු බණ්ඩක්කා වට්ටක්කා අල බෝංචි
Materials needed	Realia, information gap sheets, listening cloze sheets

Procedure

1. **Warm up/Review:** **5 mins**

   Ask what the students ate for breakfast that morning.

2. **Presentation:** **10 mins**

   Present the vocabulary items through realia.

3. **Practice:**

   Listening - **20 mins**

   1. Check understanding by asking the students listen and point to the ones you read.

   2. Listening Cloze:

      පියසේන ගිය ඉරිදා පොළට ගිහිල්ලා එළවලු ගත්තා. ඉස්සෙල්ලම එයා වම්බටුයි. බණ්ඩක්කයි වට්ටක්කයි අරගත්තා. ගොඩක් මිල නිසා බෝංචි ගත්තේ නෑ. ඊට පස්සෙ එයා කඩේ ගිහිල්ලා අල අරගත්තා. පොලුයි කොසුයි ගෙදර තියෙන නිසා ඒවා ගත්තෙ නෑ. එයාට දෙල් එයාගෙ යාලුවෙක් දුන්නා.

   Listening & Speaking - 10 mins

   1. Ask questions like the following from the above passage.

      - පියසේන ඉරිදා ගියේ කොහෙද?
      - එයා ඉස්සෙල්ලම ගත්තේ මොනවද?
      - එයා කොසුයි පොලුයි ගත්තද? ගත්තේ නැත්තේ ඇයි?
      - කඩෙන් ගත්තේ මොනවද?
      - එයාට යාලුවා දුන්නේ මොනවද?

Speaking - **15 mins**

1. Information Gap: **මෙයාලා පොලට ගිහිල්ලා ගත්තේ මොනවද?**

නම	සඳුදා	බදාදා	සිකුරාදා
ලලිත්	?	බණ්ඩක්කා	අල
සුමිත්	වම්බටු	පොල්	?
මාලතී	?	[illegible]	දෙල්
කමලා	බෝංචි	පොල්	?
සමන්	?	?	[illegible]

නම	සඳුදා	බදාදා	සිකුරාදා
ලලිත්	බෝංචි	?	?
සුමිත්	?	?	වට්ටක්කා
මාලතී	කොස්	?	?
කමලා	?	?	බණ්ඩක්කා
සමන්	අල	වට්ටක්කා	?

4. Application (use): 20 mins

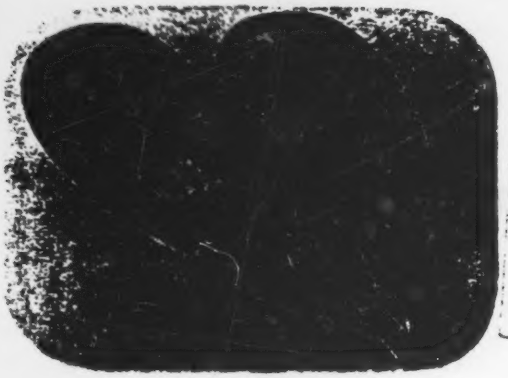
Divide the students into two teams Place the realia on the table and ask one student from the first team to come up and ask **මේ මොනවද?** If the other student identifies it correctly he/she gets a point. Students continue until everybody gets a chance.

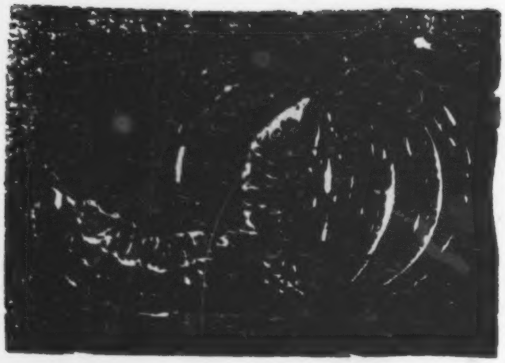
5. Assessment (Task):

Ask the students to go to the market and find out the prices of the vegetable items they have learnt.

6. Contingency Plan:

7. Comments/Self Evaluation





18-A

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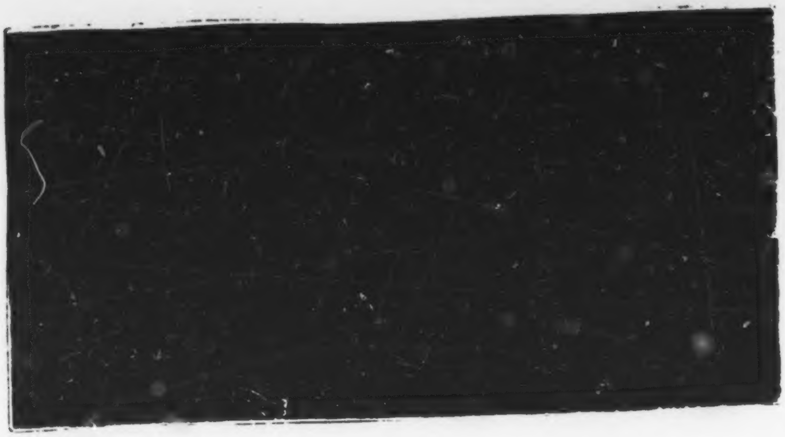

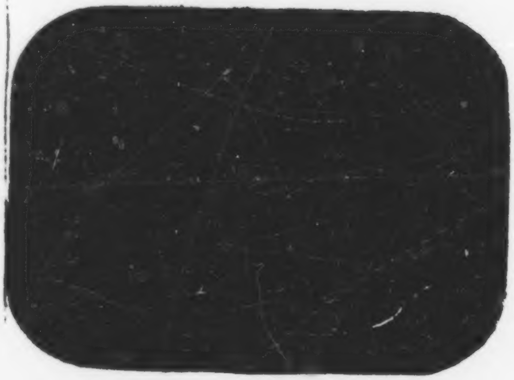

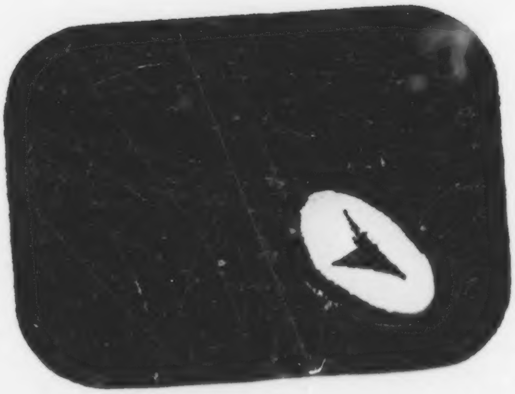

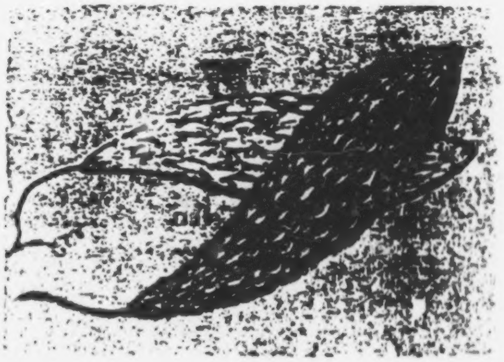

16 - B

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LESSON PLAN II

Estimated Time	1 hour 35 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out experiences of some Sri Lankans given in the task
Teaching Point	Grammar: Verb (past participle) + තියෙනවා/නෑ
Materials needed	Picture dialogue, information gap sheets

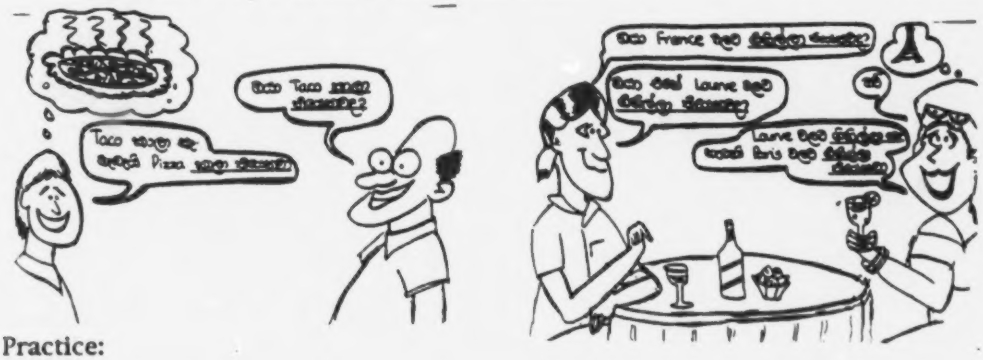
Procedure

1. **Warm up/Review:** **5 mins**

   Review the past participles.

2. **Presentation:** **15 mins**

   Present the structure through picture dialogues.


ඔයා Taco කාලා තියෙනවද?
Taco කාලා නෑ. ඒත් Pizza කාලා තියෙනවා
ඔයා France වලට ගිහිල්ලා තියෙනවද?
ඔව්
ඔයා එහේ Louvre එකට ගිහිල්ලා තියෙනවද
Louvre එකට ගිහිල්ලා නෑ. ඒත් Paris වලට ගිහිල්ලා තියෙනවා

3. **Practice:**

   Listening - **10 mins**

   1. Ask the students to listen to the following questions and answer ඔව්. or නෑ.

      - ඔයාලා temple of the tooth එකට ගිහිල්ලා තියෙනවද?
      - ඔයාලා දූරියන් කාලා තියෙනවද?
      - ඔයාලා ගමේ කාලා තියෙනවද?
      - ඔයාලා සිංහල සිංදු කියලා තියෙනවද?
      - ඔයාලා Hindhu Wedding එකක් බලලා තියෙනවද?
      - ඔයාලා අරක්කු බීලා තියෙනවද?
      - ඔයා ක්‍රිකට් ගහලා තියෙනවද?

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Listening & Speaking - **10 mins**

1. Give clues like the following and ask the students to complete the sentences using appropriate endings.

-තොපෙල් කියනවා 'Pizza හරි රසයි'. ඒ කියන්නේ... තොපෙල් Pizza ....
-සමිතත් අහනවා 'Statue of Liberty කොච්චක් උසද?' ඒ කියන්නේ සමිතත් .Statue of Liberty ....
-කෝර් අහනවා 'ඉදිආප්ප කොච්චක් රසද?' ඒ කියන්නේ එයා ඉදිආප්ප ....
-පියසේන කියනවා 'සීගිරිය හරි ලස්සනයි.' ඒ කියන්නේ පියසේන සීගිරියට ....
-මාර් කියනවා 'තවත්ත හරි ලේසියි.' ඒ කියන්නේ මාර්.......................

Speaking - **25 mins**

1. Give some clues for students to construct meaningful sentences.

Tr:	Pizza, Taco	Ss:	Pizza කාලා තියෙනවා, Tacoත් කාලා තියෙනවා.
Tr:	Pizza, hoppers	Ss:	Pizza කාලා තියෙනවා හැබැයි ආප්ප කාලා නෑ
Tr:	Paris, London	Ss:	....
Tr:	Jurrasic Park, Rambo	Ss:	....
Tr:	Vodka, Arrack	Ss:	....

2. Information Gap:

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	✓✓✓✓✓✓✓ ✓✓✓	?	✓✓✓✓	✓✓	?
Sandra	?	✓	X	?	✓
Jennifer	✓✓✓✓✓✓✓ ✓✓✓	?	?	X	?
Ariel	?	✓✓✓	X	?	✓✓
Fern	✓✓	?	?	?	?
Kumar	?	X	?	✓	X

Name	Spaghetti	Statue of Liberty	Disneyland	Indiana Jones	Arizona Memo. Hall
Kim	?	X	?	?	X
Sandra	✓✓✓✓✓✓✓ ✓✓✓	?	?	X	?
Jennifer	?	✓✓	✓✓	?	✓
Ariel	✓✓✓✓	?	?	✓✓	?
Fern	?	✓	✓	X	✓
Kumar	X	?	X	?	?

4. Application (use): **15 mins**

Get the students to answer the following questions using pictures.

* Introduce කී සැරයක්

- ඔයාලා Rocky Three බලලා තියෙනවද? කී සැරයක් බලලා තියෙනවද?
- Whitney Houston ගේ concert බලලා තියෙනවද?
- දළදා මාළිගාවට ගිහිල්ලා තියෙනවද? කී සැරයක් ගිහිල්ලා තියෙනවද?
- Jurrasic Park බලලා තියෙනවද? කී සැරයක් බලලා තියෙනවද?
- රොටී කාලා තියෙනවද?
- ලංකාවේ කෑම උයලා තියෙනවද?
- ඔයා නිලම්බේ Meditation Centre ගිහිල්ලා තියෙනවද?

5. Assessment (Task): **15 mins**

Give them a task to find out the following information from some Sri Lankans.

- Whether they have seen Jurrassic Park
- Whether they have eaten Pizza
- Whether they have been to other countries
- Whether they have had Vodka
- Whether they have played football

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

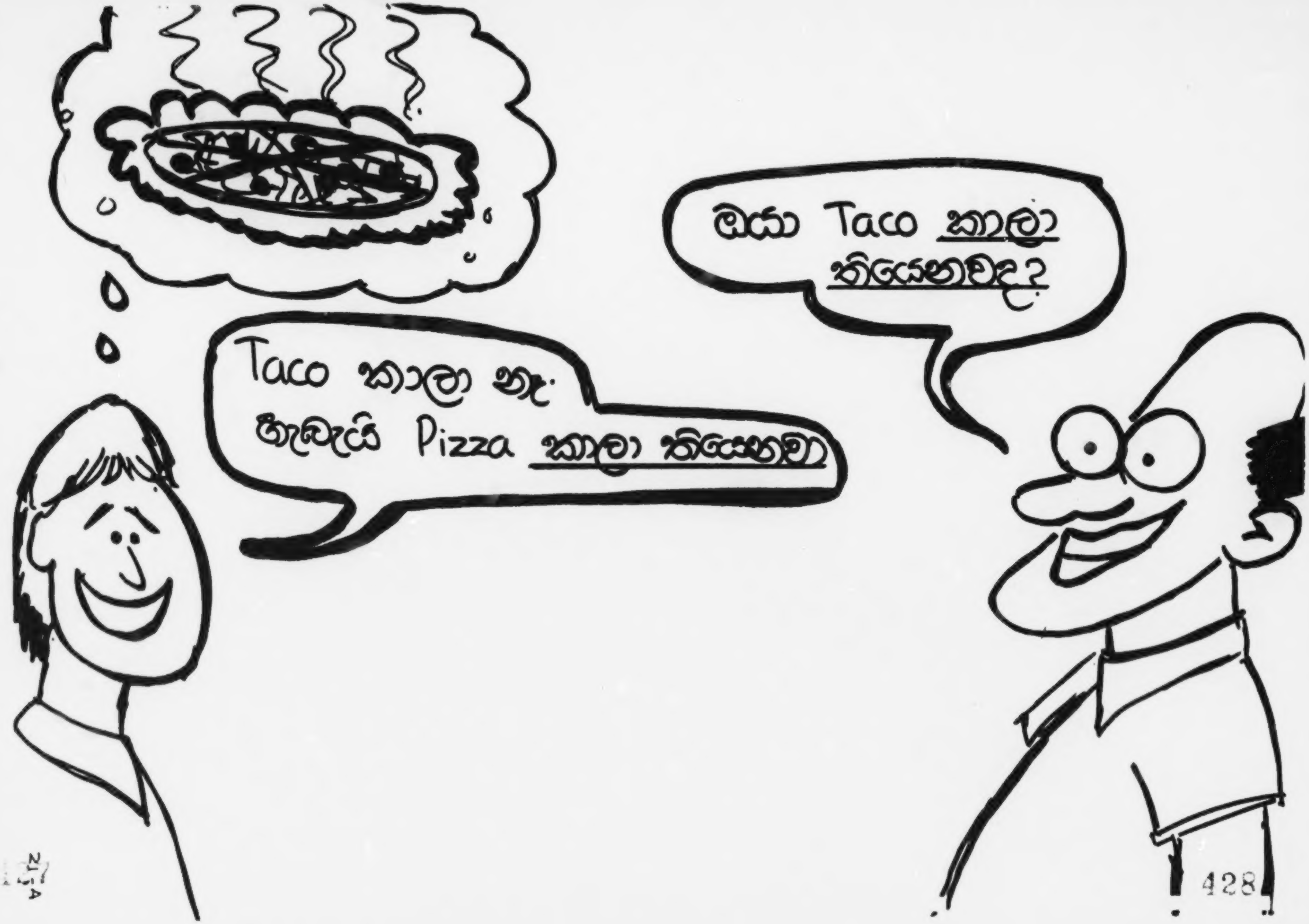
Past Participle + තියෙනවා:

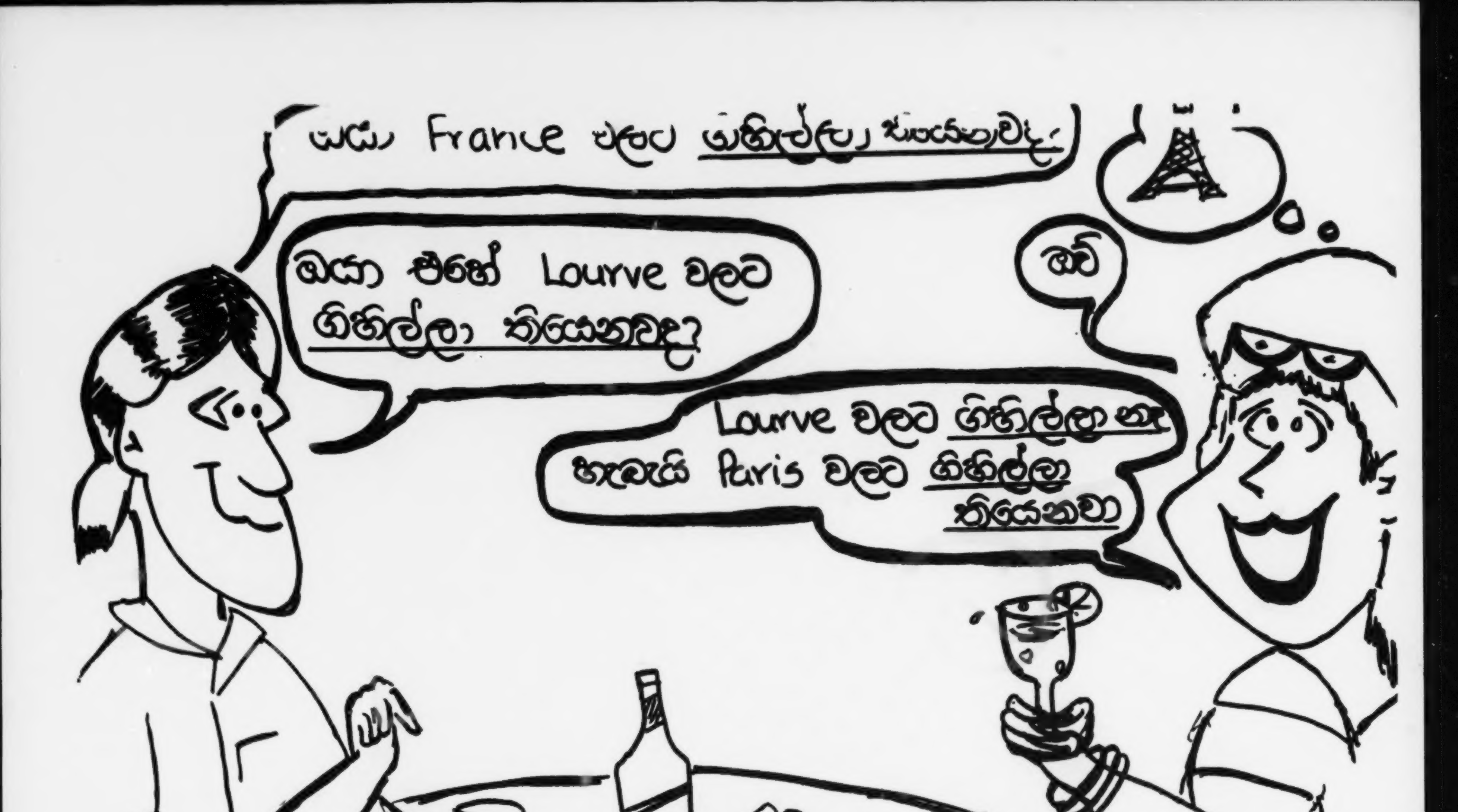
When තියෙනවා added to the past participle the sentence may express ideas of experiences similar to those of Present Perfect in English.

මං සීගිරියට ගිහිල්ලා තියෙනවා	I have been to Sigiriya.

These sentences are negated by adding නෑ.

එයා දෙල් කාලා නෑ	He hasn't eaten bread fruit.


ඔයා Taco කාලා තියෙනවද?
Taco කාලා නෑ. හැබැයි Pizza කාලා තියෙනවා


ඔයා France වලට ගිහිල්ලා තියෙනවද?
ඔයා එහේ Louvre වලට ගිහිල්ලා තියෙනවද?
ඔව්
Louvre වලට ගිහිල්ලා නෑ හැබැයි Paris වලට ගිහිල්ලා තියෙනවා
429
430

LESSON PLAN III

Estimated Time	35 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

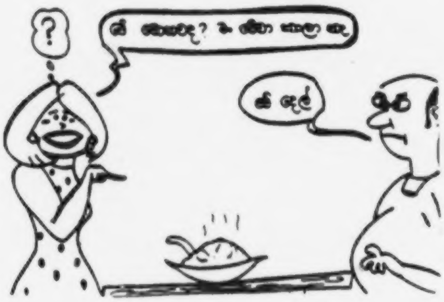
Procedure

1. **Warm up/Review:** **2 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **3 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **5 mins**

   Read the dialogue with substitutions and ask the students to find out the substituted words.

   Listening & Speaking - **5 mins**

   Take roles and practise the dialogue with the students.

   Speaking - **10 mins**

   Students practise the dialogue using substitutions

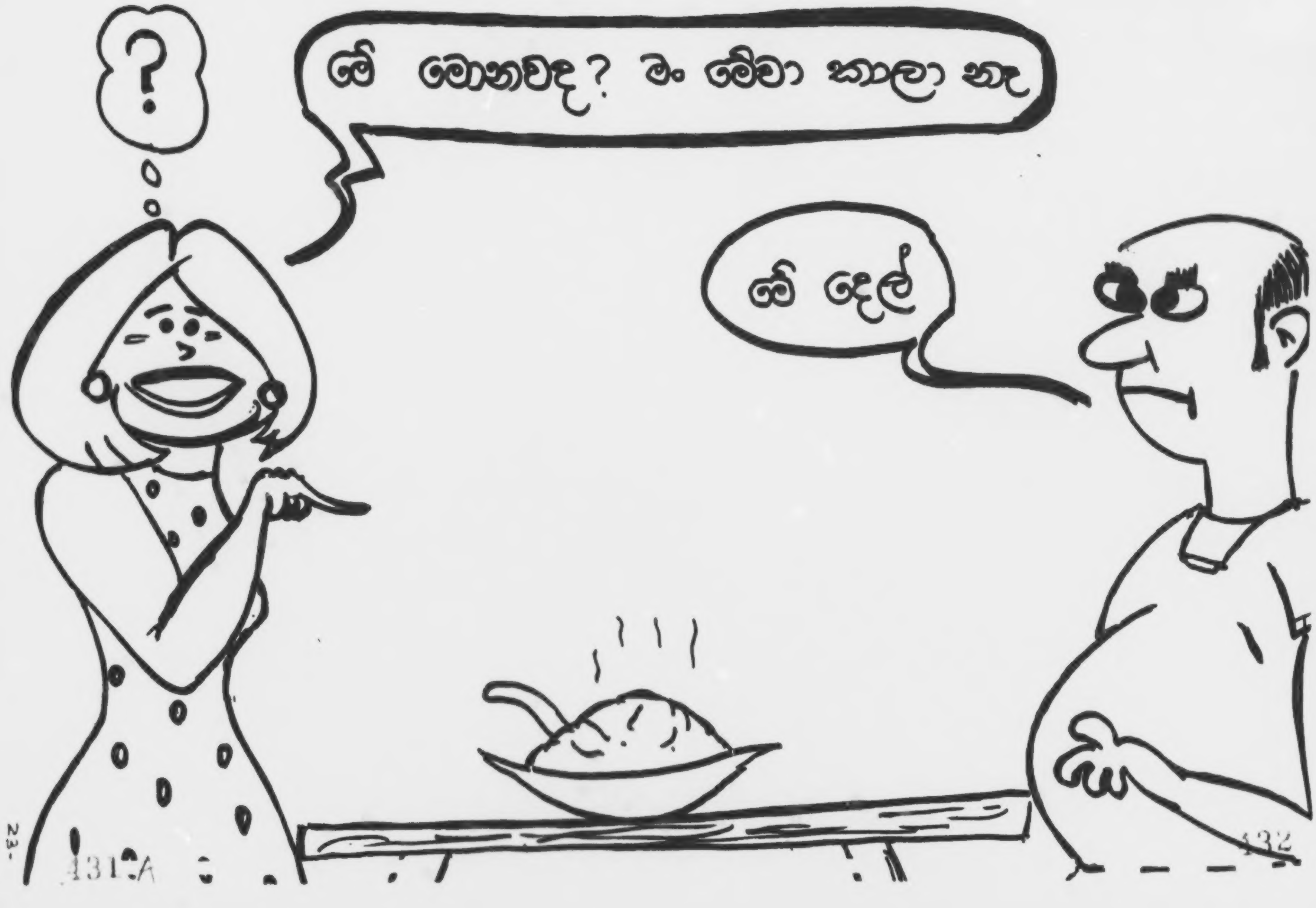
4. Application (use): **10 mins**

Role Play:
Roles: PCT/Host mother
Situation: At the host family
Purpose: Host mother has prepared a variety of curries for lunch. However, the PCT has not had these before. He/She inquires the identity of these food items

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


?
මේ මොනවද? මං මේවා කාලා නෑ
ඕ දෙල්

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431[illegible]A
132

Food

Competency : **To express food preferences**

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
අම්මා : **ඔයා රෑට කන්න කැමති මොනවද?** (What do you like to eat for dinner?)	- inquiring about likes/dislikes
මම : **පාන් හොඳයි. පරිප්පු හොදි එක්ක.** (Bread is fine, with dhal curry)	- expressing likes

Grammar

S+ N (Dative) + forms of **කැමතියි/අකමැතියි**
S+ N **වලට** + forms of **කැමතියි/අකමැතියි**
S+ Verb (Infinitive) + forms of **කැමතියි/අකමැතියි**

Noun + **එක්ක**

LESSON PLAN I

Estimated Time	1 hour 40 minutes
Objective	At the end of the lesson the students will be able to find out preferences of some Sri Lankans using the new grammar
Teaching Point	**Grammar:** S+ N (Dative) + forms of **කැමතියි/ආසයි** S+ N **වලට** + forms of **කැමතියි/ආසයි** S+ Verb (Infinitive) + forms of **කැමතියි/ආසයි**
Materials needed	Pictures, listening grid, paper strips, index cards

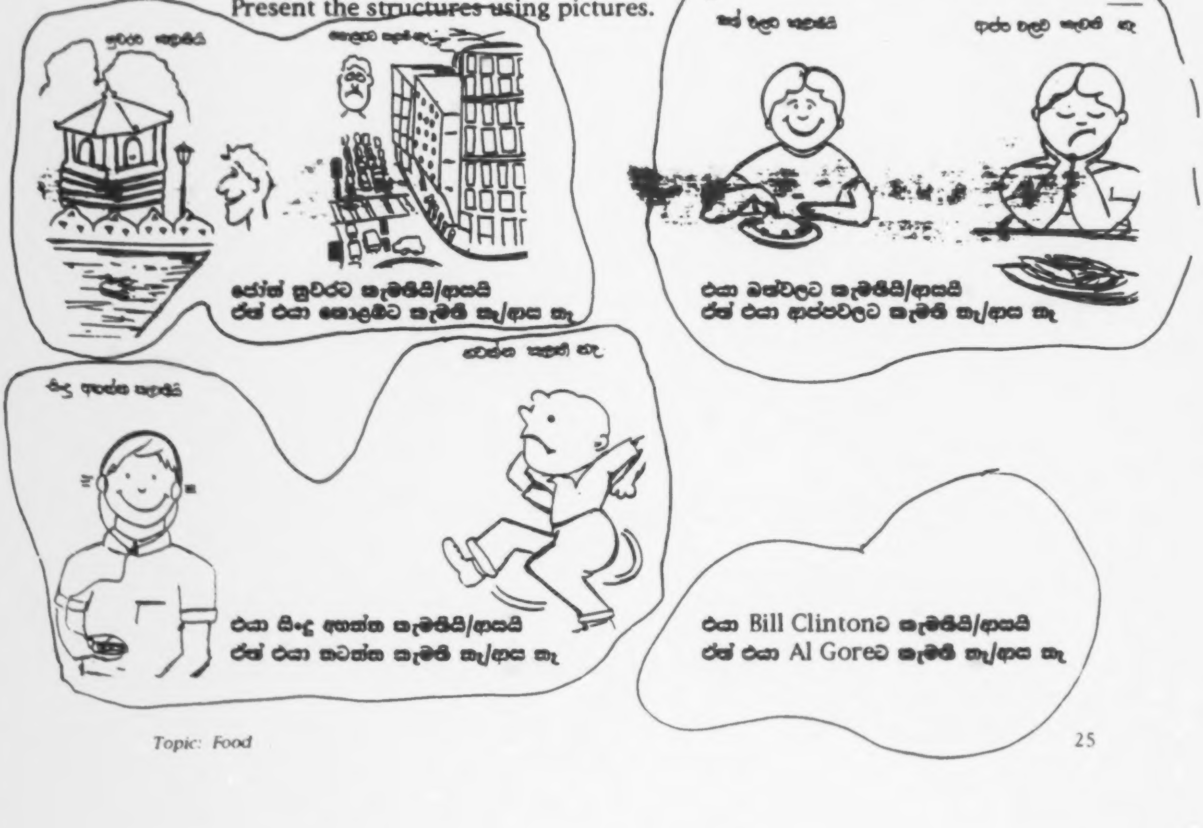
Procedure

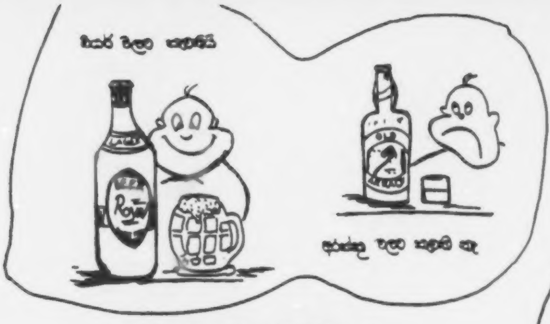
1. **Warm up/Review:** **10 mins**

   Review singular nouns, plurals, countables and uncountables

2. **Presentation:** **15 mins**

   Present the structures using pictures.


නුවරට කැමතියි
කොළඹට කැමති නෑ
ජෝන් නුවරට කැමතියි/ආසයි
ඒත් එයා කොළඹට කැමති නෑ/ආස නෑ
බත් වලට කැමතියි
ආප්ප වලට කැමති නෑ
එයා බත්වලට කැමතියි/ආසයි
ඒත් එයා ආප්පවලට කැමති නෑ/ආස නෑ
සිංදු අහන්න කැමතියි
නටන්න කැමති නෑ
එයා සිංදු අහන්න කැමතියි/ආසයි
ඒත් එයා නටන්න කැමති නෑ/ආස නෑ
එයා Bill Clintonට කැමතියි/ආසයි
ඒත් එයා Al Goreට කැමති නෑ/ආස නෑ



එයා බියර්වලට කැමතියි/ආසයි
ඒත් එයා අරක්කුවලට කැමති නෑ/ආස නෑ

එයා සිව්ගෝර්ස්වලට කැමතියි/ආසයි
ඒත් එයා ඇරිසෝනාවලට කැමති නෑ/ආස නෑ

Give more examples for other grammar items (indefinite singular, plural etc.) Elicit the meaning and the rules from the students.

3. Practice:

Listening - **15 mins**

1. Say right/wrong sentences. Students select right/wrong ones saying හරි/වැරදියි.

   - මට බත් කන්න කැමතියි
   - මම බියර් බොන්න කැමති නෑ
   - ඔයා සුවරවලට කැමතිද?
   - ඔයා සිව්ගෝර්ස්වලට කැමති ඇයි?
   - එයාට Bill Clintonට කැමති නෑ
   - එයා Al Goreට කැමතියි
   - අපි සිසිර් හයිකවා කැමති නෑ
   - එයාලා සිංහල ඉගෙනගන්න කැමති නෑ

2. Say words and ask the students to show you the correct card.

ට	වලට

Tr: බත් Ss show වලට
Tr: සුවර Ss show ....
Tr: කැලිපෝනියා Ss show ....
Tr: බියර් බොත්ත Ss show .... etc.

Listening & Speaking - **10 mins**

1. Say the above words and get the students to complete the sentences using the structure.

Tr: බත් Ss: බත්වලට කැමතියි
Tr: බත් කන්න Ss: ....
Tr: Michael Jackson Ss: ....
Tr: ක්‍රිකට Ss: ....
Tr: teledrama Ss: ....
Tr: කොළඹ Ss: ....
Tr: Agatha Christieගෙ පොත් Ss: .... etc.....

Speaking - **15 mins**

1. Prepare clues like the following and write them on paper strips. Ask the students to work in pairs and pick up paper strips one by one and make sentences using the picture on the board.

Student A:	තෙරේසා කියනවා "බත් හරි රසයි"
Student B:	එහෙනං, එයා බත්වලට කැමතියි.
Student A:	තෙරේසා කියනවා "කෙසෙල් හොඳ නෑ."
Student B:	එහෙනං, එයා කෙසෙල්ට කැමති නෑ

Clues:

ක්‍රිකට් හරි ජෝක්.
අරක්කු හරි සැරයි
කොලඹ ගොඩක් සද්දයි. ඒ වගේම අපිරිසිදුයි
Bill Clinton හොඳයි හැබැයි Al Goreට ගොඩක් පිස්සු.
සිංහල පොතේ ඉංග්‍රීසි translations නෑ.
සිංහල handouts හරි ජෝක්.

4. Application (use): **10 mins**

Students work in pairs and ask and answer questions like the following.

- ඔයා ලංකාවට කැමතිද?
- ඔයා ලංකාවේ මිනිස්සුන්ට කැමතිද? ඇයි?
- ඔයා බොන්න කැමති මොනවද?
- ඔයා කැමති singer කෙනෙක්ගේ නම කියන්න
- ඔයා ඇමරිකාවේ කැමති කොහෙටද?
- ඔයා ලංකාවේ කැමති කොහෙටද?
- ඔයා ඔයාගේ Host පවුලේ ගොඩක් කැමති කාටද?
- ඔයා ඔයාගේ ඇමරිකාවේ පවුලේ ගොඩක් කැමති කාටද?
- ඔයා කන්න කැමති කෑම ජාති දෙකක් කියන්න

5. Assessment (Task): **15 mins**

Give the students a task to find out the following information.

- Whether he/she likes rice for all three meals
- Whether he/she likes to swim
- Whether he/she likes to watch teledramas
- Whether he/she likes Arrack
- Whether he/she likes to learn another language etc.

6. **Contingency Plan:** **10 mins**

Listening Grid: Get the students to mark / or X accordingly while listening to the passage.

සමිතයි ජයන්තියි යාළුවෝ. සමිත බත් කන්න කැමතියි. ඒත් ජයන්ති බත් කන්න කැමති නෑ. එයා පාන් කන්න කැමතියි. ජයන්ති ගවුම්වලට කැමතියි සාරිවලට කැමති නෑ. සමිතත් ගවුම්වලට කැමතියි ඒත් සාරිවලටත් කැමතියි. ජයන්ති හැම teledrama එකක්ම බලනවා. සමිත වලට එච්චර කැමති නෑ. සමිත සිංහල උගන්නන්න කැමති නෑ. ඒත් ජයන්ති සිංහල උගන්නන්න කැමතියි

නම	බත් කන්න	පාන් කන්න	ගවුම්වලට	සාරිවලට	teledrama	උගන්නන්න
සමිත						
ජයන්ති						

7. Comments/Self Evaluation

GRAMMAR NOTE

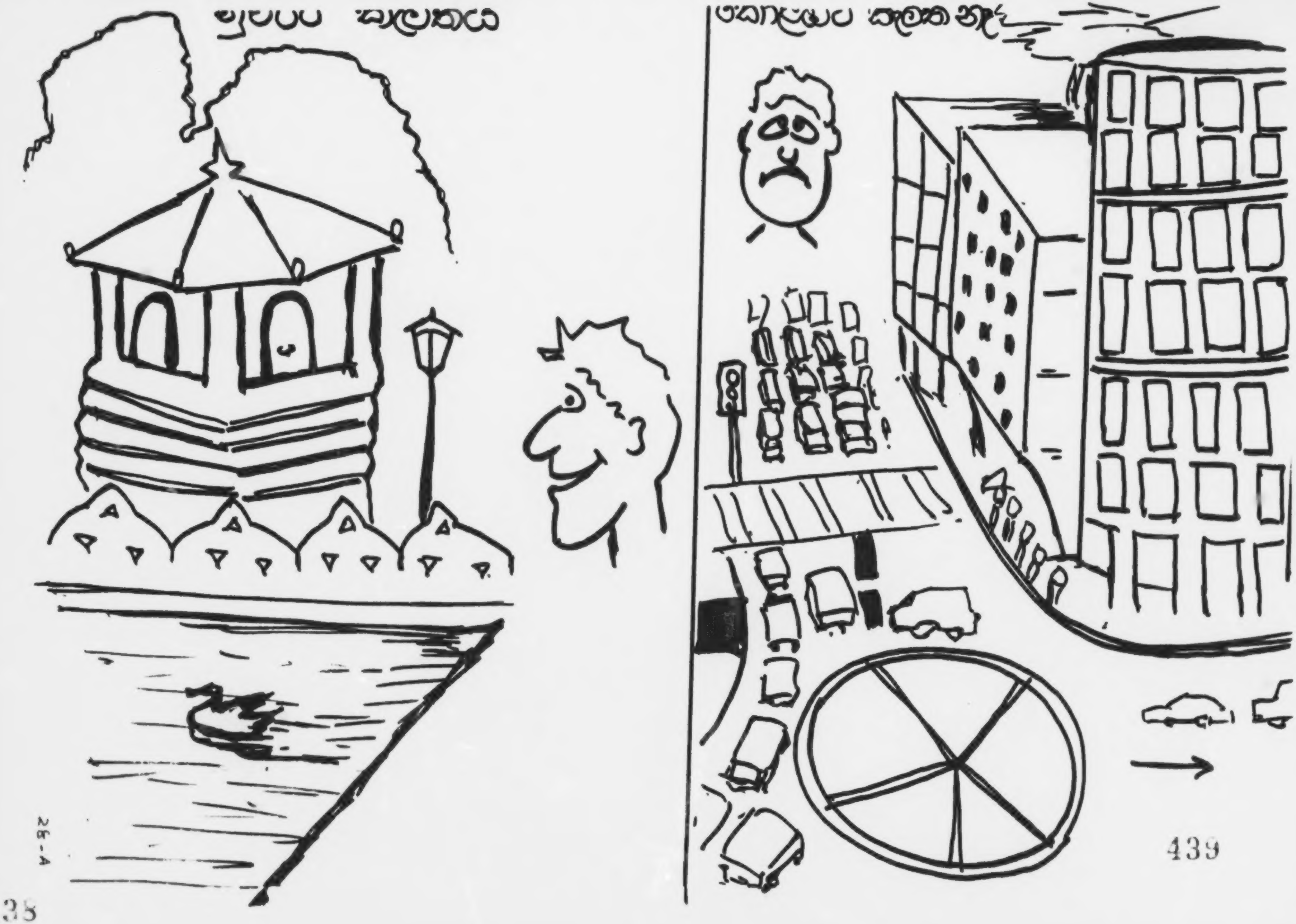
Constructions with 'කැමතියි ' 'like':

In these constructions the object is always in the Dative case:

මං මේ ගෙට කැමතියි	I like this house.
එයා කෝපිවලට කැමති නෑ	She doesn't like coffee.
ඔයා සුනිල්ට කැමතිද?	Do you like Sunil?

This may also have a dependent verb. This verb will be in the infinitive form.

මං බත් කන්න කැමතියි	I like to eat rice.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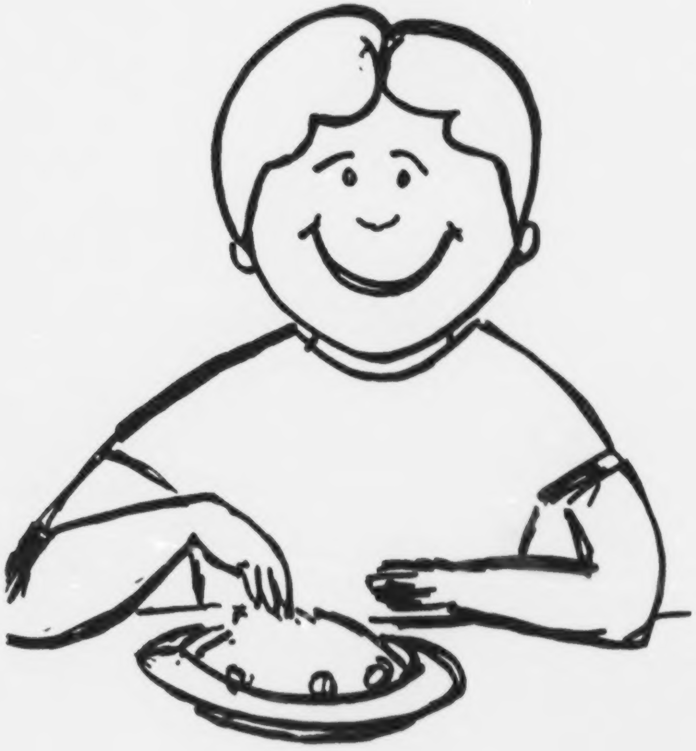
කොළඹට කැමති නෑ

බත් වලට කැමතියි



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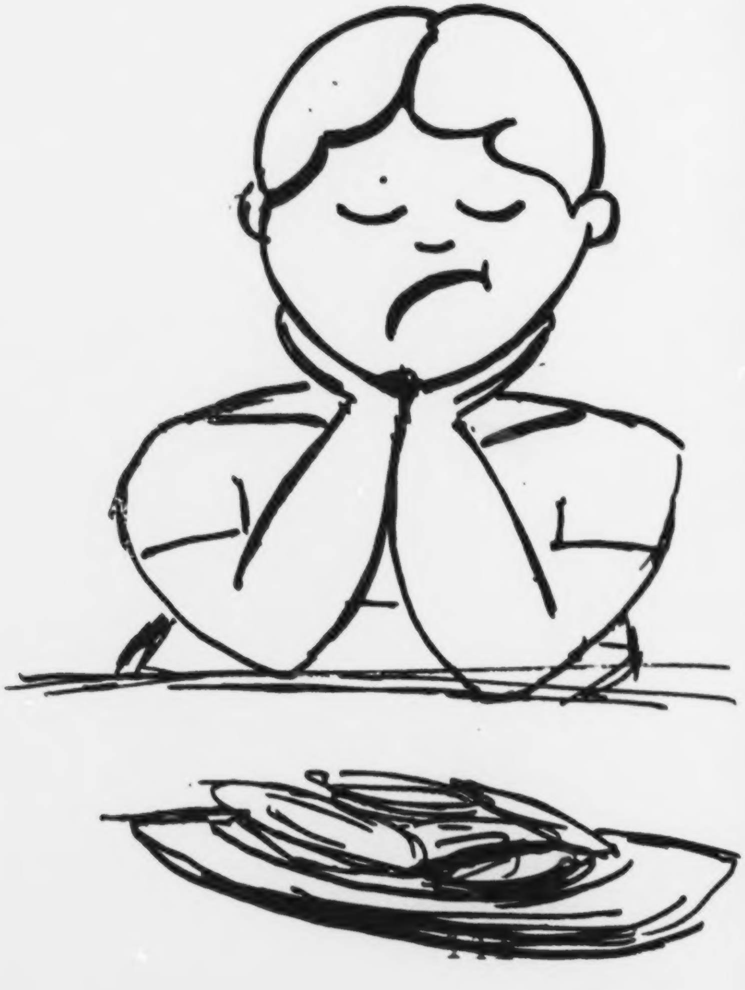

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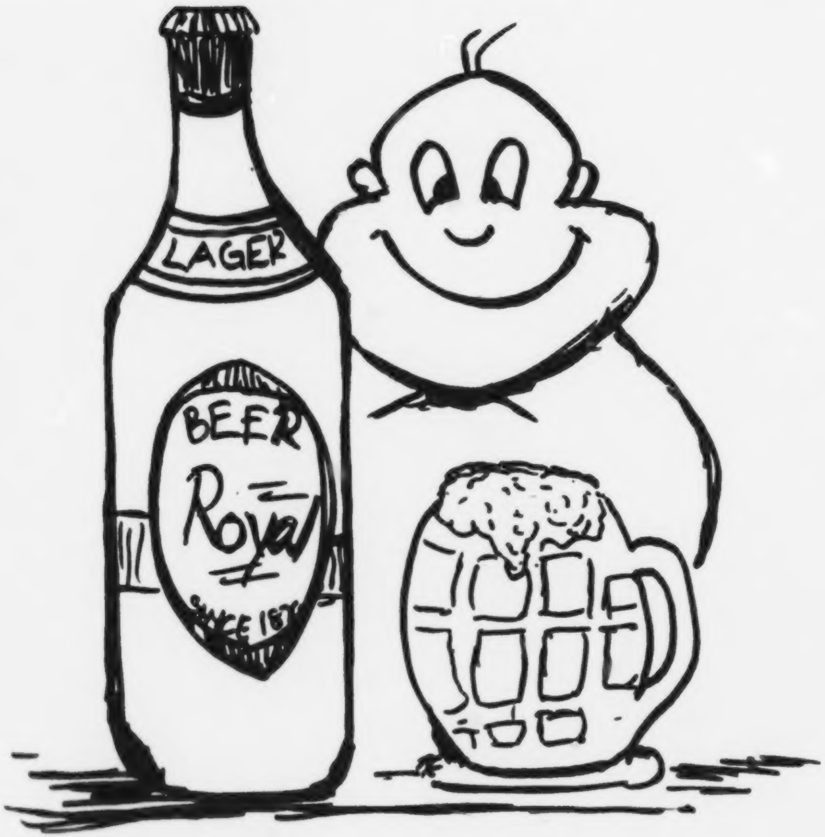
බියර් වලට කැමතියි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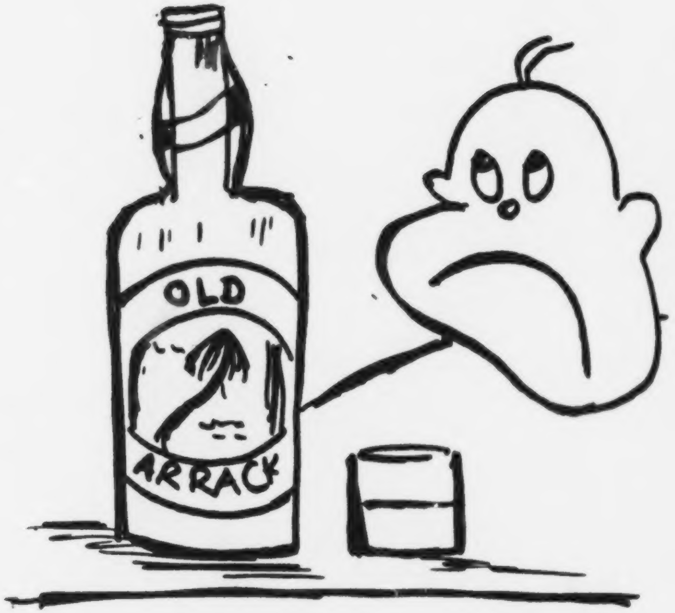

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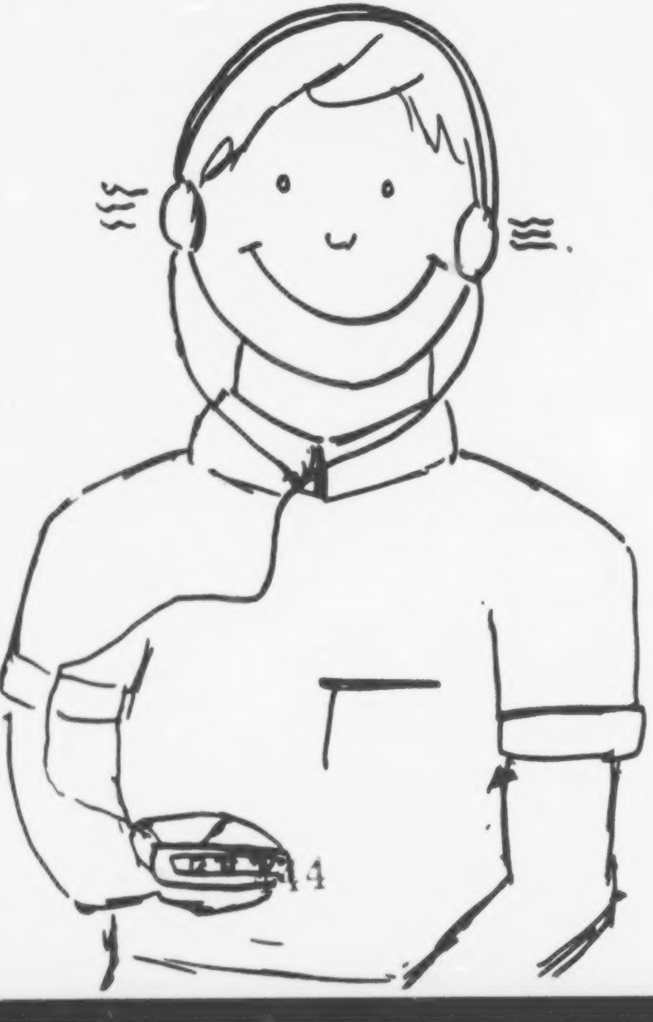
සිංදු අහන්න කැමතියි



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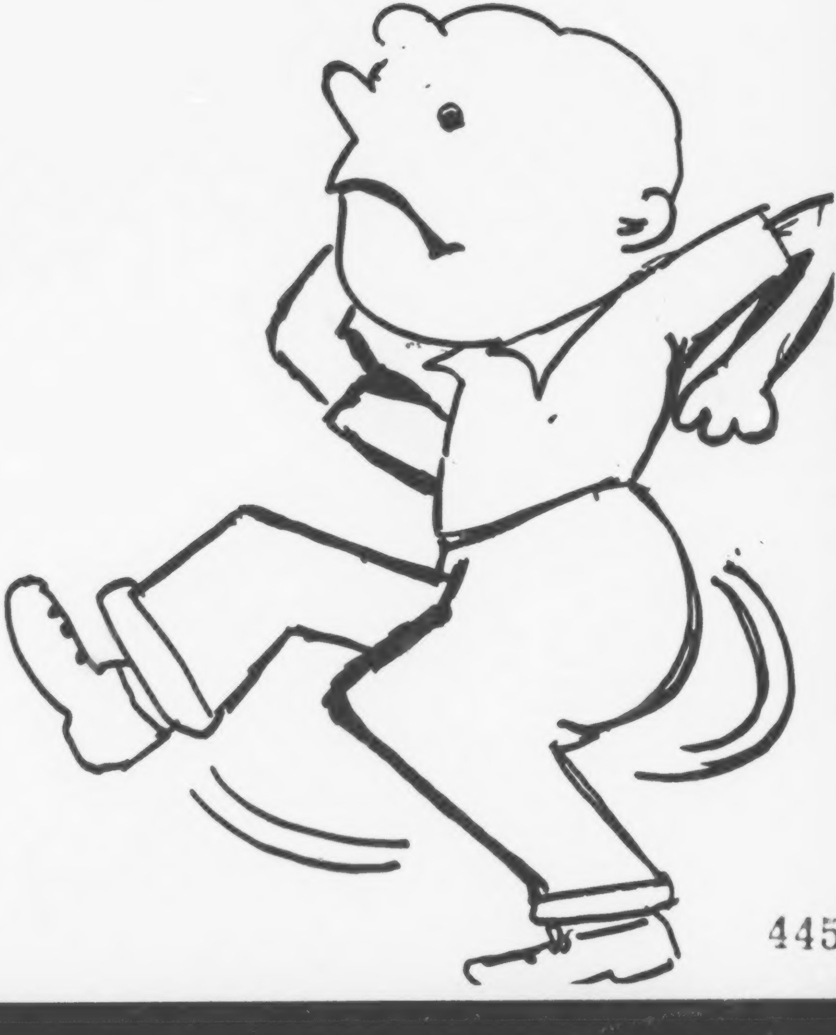


LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to ask and answer questions using the grammar
Teaching Point	**Grammar: Noun + එක්ක**
Materials needed	Picture dialogue, listening cloze, paper strips

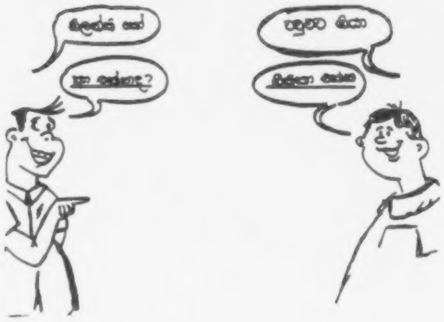
Procedure

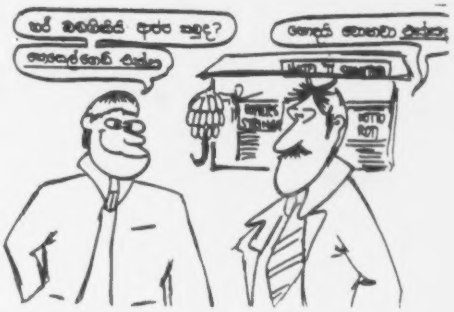
1. **Warm up/Review:** **5 mins**

   Review noun cases

2. **Presentation:** **15 mins**

   Present the structure using a picture dialogue.





3. **Practice:**

   Listening - **10 mins**

   1. Listening Cloze:

මාර්ක් ඇමරිකාවෙන්. එයා ඇමරිකාවේ ඉන්නකොට යාලුවෙක් එක්ක Apartment එකක හිටියා. එයා හිටපු කාලේ එයාගේ ගෑනු ළමයා එක්ක ඇවිදින්න ගියා. එයා මේ අවුරුද්දේ තව traineesලා එක්ක ලංකාවට ආවා. එයා දැන් ලංකාවේ පවුලක් එක්ක නුවර ඉන්නවා. එයා ලංකාවේ කෑම වලට ගොඩක් කැමතියි. එළවළු එක්ක බත් කන්න එයා ආසයි. ලබන මාසේ මාර්ක්ගේ මල්ලී ලංකාවට එනවා. එතකොට එයා මල්ලී එක්ක ඇවිදින්න යනවා.

Listening & Speaking - 10 mins

1. Get the students to answer questions like the following based on the passage.

   - මාර්ක් ඇමරිකාවේ හිටියේ කා එක්කද?
   - එයා එහේ ඇවිදින්න ගියේ කා එක්කද?
   - එයා ලංකාවට ආවේ කා එක්කද?
   - එයා දැන් ලංකාවේ ඉන්නේ කා එක්කද?
   - එයා බත් කන්න කැමති මොනව එක්කද?
   - එයා ලංකාවේ ඇවිදින්න යන්නේ කා එක්කද?

Speaking - 20 mins

Write possible combinations on paper strips and cut them into two. Make several sets and give each pair two identical sets. Students practise using the following format.

Student A gets the strip which says

රොටි

and Student B gets the strip

සම්බෝල එක්ක

Student A: ඔයා රොටි කන්නේ මොනවා එක්කද?
Student B: මං සම්බෝල එක්ක රොටි කනවා

Some ideas for strips:

රොටි	සම්බෝල එක්ක
බියර්	Pop corn එක්ක
ටවුමට යනවා	යාලුවා එක්ක
ක්‍රිකට්	පොඩි ළමයි එක්ක
පාඩම් කරනවා	නංගි එක්ක
තේ	හකුරු එක්ක

*Note: *If the students make nonsense sentences at first, let them do it. After the first round, as they have opened up all the strips, get them to make correct sentences.*

4. Application (use): **10 mins**

Get the students ask and answer questions like the following in pairs.

- Who did you go to school with?
- Who did you stay when you went to the university?
- What did you drink beer with when you were in America?
- What do you have Guakomoli with etc.

5. Assessment (Task):

Ask the students to find out the following information by asking the Sri Lankans.

- Who do the Sri Lankan women usually go to temple with?
- Who do the Sri Lankan men usually drink with?
- What do they usually have alcohol with?
- What do they have decoction with?

6. Contingency Plan:

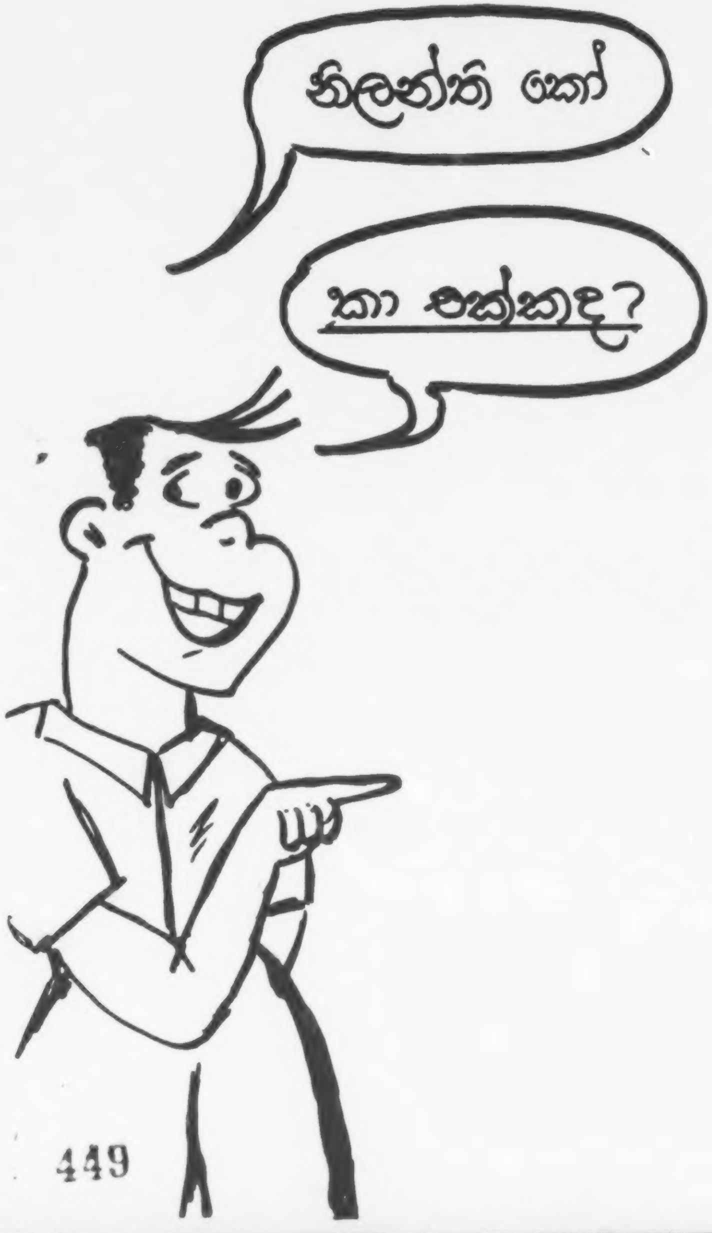
7. Comments/Self Evaluation

GRAMMAR NOTE

Noun + එක්ක 'with':

When එක්ක is added to a sentence, it functions as a sentence with the Post Position.

සීනි එක්ක	with sugar
සුනිල් එක්ක	with Sunil.


නිලන්ති කෝ
කා එක්කද?

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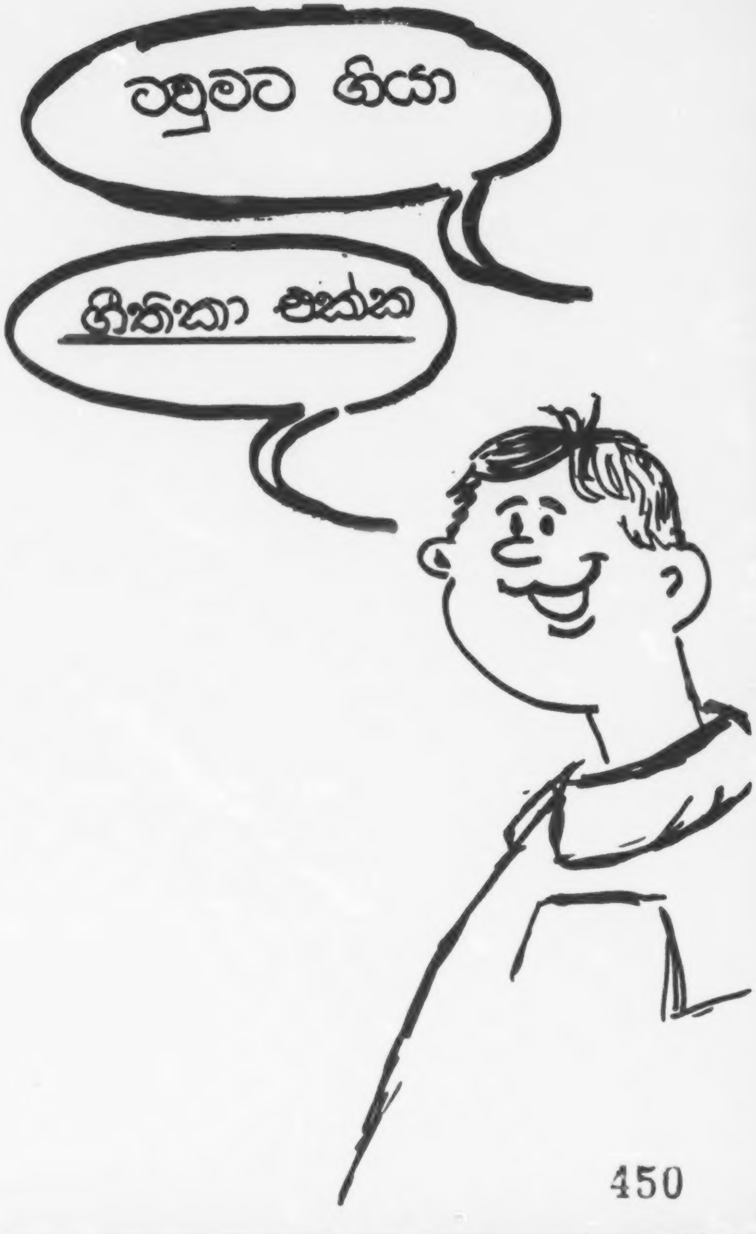
ටවුමට ගියා
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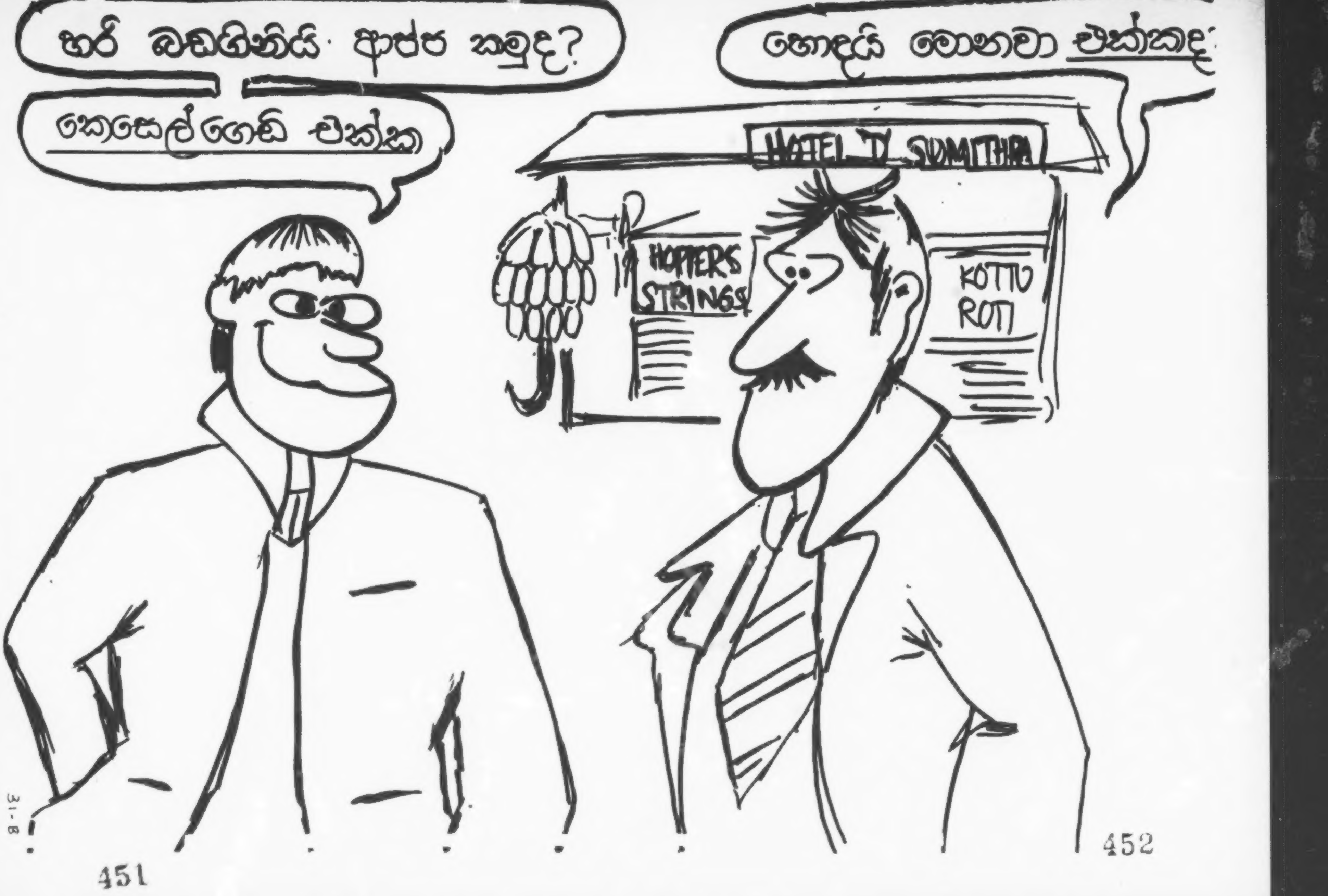
හරි බඩගිනියි· ආප්ප කමුද?
කෙසෙල් ගෙඩි එක්ක
හොදයි මොනවා එක්කද
HOTEL D' SUMITHRA
HOPPERS STRINGS
KOTTU ROTI

31-8

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LESSON PLAN III

Estimated Time	42 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, listening grids

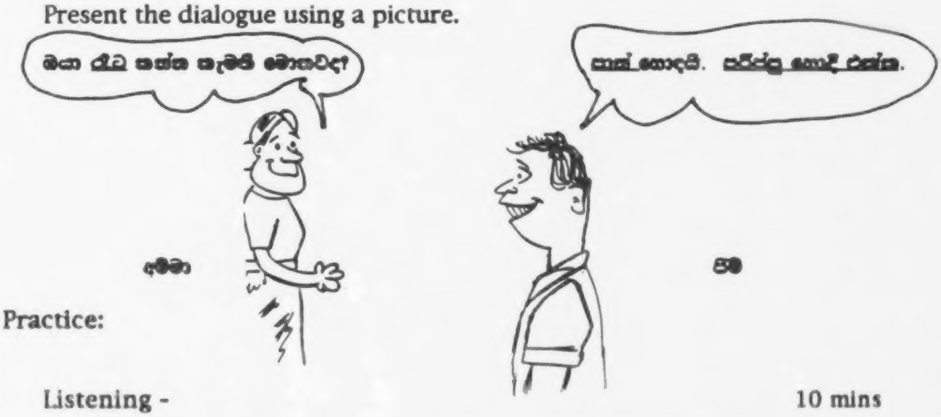
Procedure

1. **Warm up/Review:** **2 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture.


ඔයා රෑට කන්න කැමති මොනවද?
බත් හොඳයි. පරිප්පු හොදි එක්ක.
අම්මා
පුත

3. **Practice:**

   Listening - 10 mins

   1. Read the dialogue with substitutions and ask the students fill out the grid accordingly.

      Teacher's copy:

	What was eaten	With what
Breakfast	roti	chicken curry
Lunch	noodles	fish curry
Dinner	rice	vegetable curry

Student's copy:

	What was eaten	With what
Breakfast		
Lunch		
Dinner		

Listening & Speaking - **5 mins**

Take roles and practise the dialogue with two substitutions.

Speaking - **10 mins**

Students practise the dialogue with all substitutions

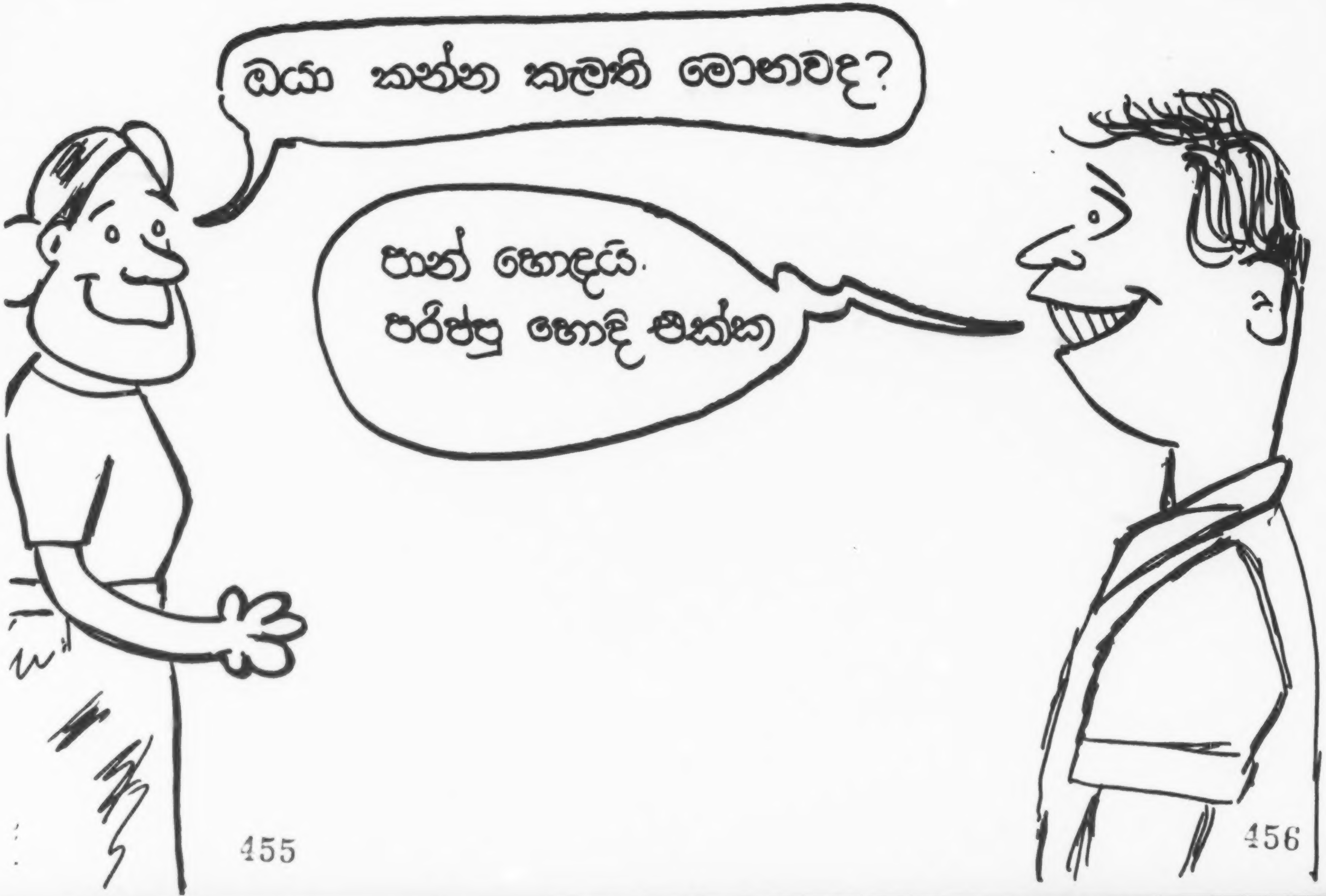
4. **Application (use):** **10 mins**

Students act out the dialogue as a role play.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


ඔයා කන්න කැමති මොනවද?
පාන් හොදයි.
පරිප්පු හොදි එක්ක

Food

Competency : **To refuse additional food when offered**

Situation : Sri Lankan Home

Dialogue

Roles: PCT/Host Mother	Functions
අම්මා : **තව බත් ටිකක් බෙදන්නද?** (Shall I serve you some more rice?) **ජිම්** : **නෑ. එපා. බඩ පිරිලා.** (No, thanks. I am full)	- offering food - refusing an offer

Vocabulary

බෙදන්න බෙදගන්න බෙදුවා බෙදන්නද

LESSON PLAN

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, paper strips

Procedure

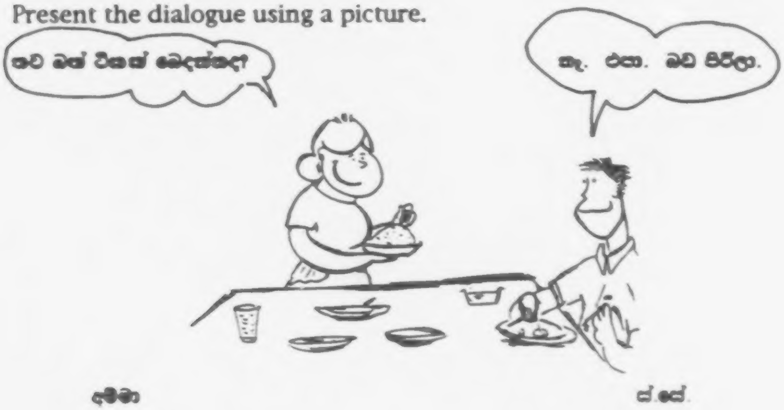
1. **Warm up/Review:** **5 mins**

   Review the meanings of the words **බෙදන්න බෙදාගන්න බෙදුවා බෙදන්නද බෙදාගන්නා**

2. **Presentation:** **10 mins**

   Introduce the phrase **බඩ පිරිලා**.

   Present the dialogue using a picture.



3. **Practice:**

   Listening - **10 mins**

   Read sentences using new words and ask the students who would say that.

Tr:	මං බෙදාගන්නා	Ss:	ජ.ජේ.
Tr:	මං ටිකක් බෙදන්නද?	Ss:	අම්මා
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	....
Tr:	ඔයා තව ටිකක් බෙදාගන්න	Ss:	....
Tr:	මගේ බඩ පිරිලා	Ss:	....
Tr:	මං පස්සේ බෙදාගන්නං	Ss:	....
Tr:	දුව, තව මාලු ටිකක් බෙදන්න	Ss:	....
Tr:	අපොයි. මං ගොඩක් කෑවා	Ss:	....

Listening & Speaking - **10 mins**

Write the above sentences on strips. Take one and read it out. Ask the students to respond appropriately.

You get the strip

මං ටිකක් බෙදන්නද?

You read out the question: මං ටිකක් බෙදන්නද?
Students answer: අපොයි එපා...මං බෙදාගන්නං

Speaking - **5 mins**

Students in pairs do the above activity.

4. **Application (use):** **10 mins**

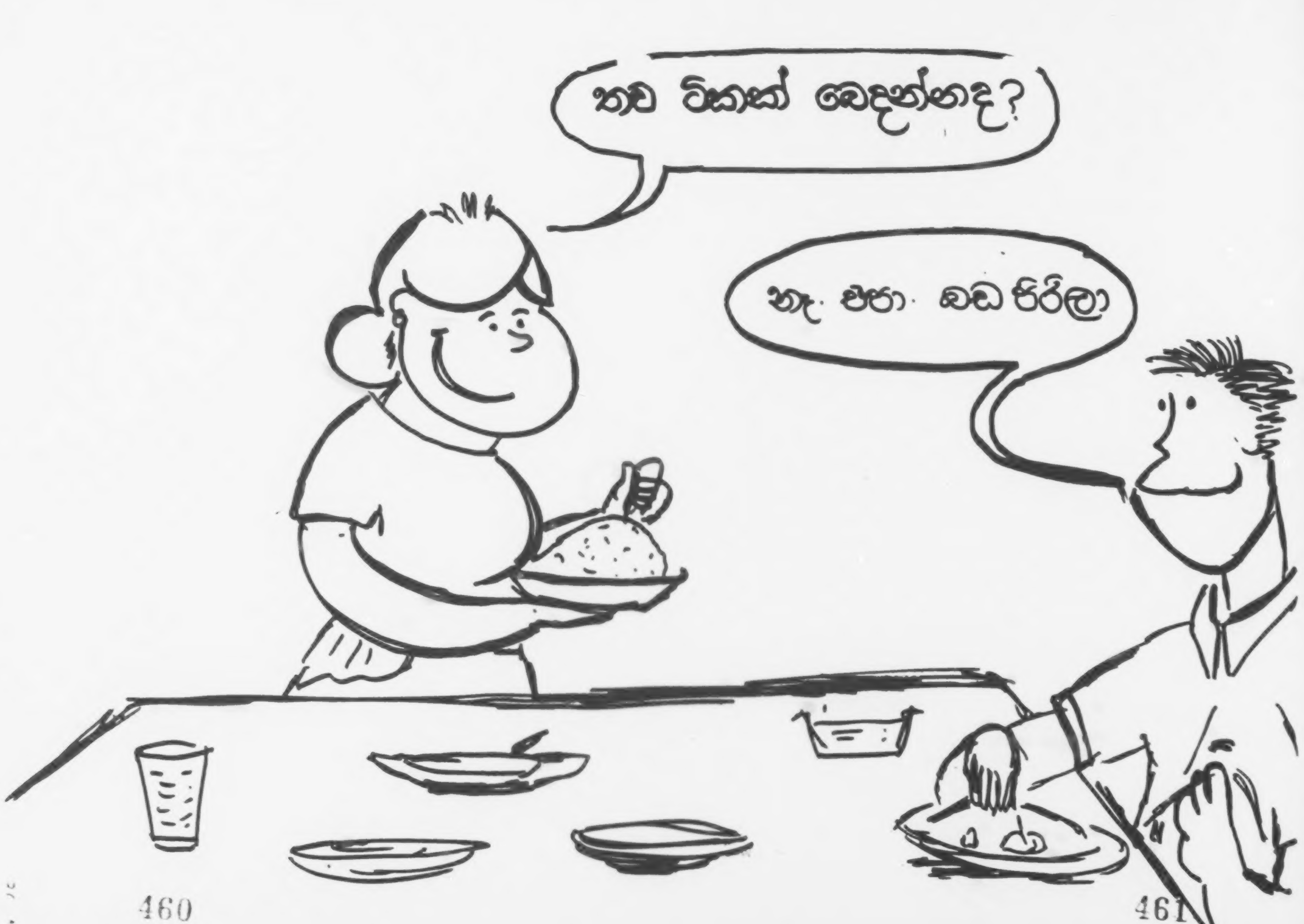
Students practise the dialogue and act it out as a role play.

5. **Assessment (Task):**

Ask the students find out the effectiveness of the phrases at home.

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


තව ටිකක් බෙදන්නද?
නෑ. එපා. බඩ පිරිලා
460
461

F

Topic VI: Health

Competencies		Page
(1)	To describe one's physical condition	
	Dialogue I	01-06
	Dialogue II	07-18
(2)	To describe one's emotional state	
	Dialogue I	19-26

Health

Competency : **To describe one's physical condition**

Situation : **Host Family Home/ in the classroom**

Dialogue I

Roles: PCT/Teacher	Functions
සුනිල් : ඇඟිල්ලට මොකද වුණේ? (What happened to your finger?)	- inquring
ටම් : කැපුණා. (It was cut.)	- reporting

Vocabulary

Parts of the body

ඔලුව ඇහැ කන කට දත් තොල් දිව උගුර
බඩ පිට කකුල අත ඇඟ

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to comment on their parts of the body
Teaching Point	Vocabulary: ඔලුව ඇහැ කන බඩ පිට කකුල අත උගුර
Materials needed	Picture of a human body, cards for concentration game

Procedure

1. **Warm up/Review:** **5 mins**

   Review the previous lesson or the task given.

2. **Presentation:** **10 mins**

   Present the parts of the body using a picture of a human body.

3. **Practice:**

   Listening - **15 mins**

   1. Say the parts of the body aloud and ask the students to show the correct part of the body.
   2. Weird Man: Read the following passage and ask the students to draw a man according to the description.

> මෙයාගේ නම ලලිත්. එයාගේ ඔලුව ලොකුයි. බෙල්ල පොඩියි. එයාගේ පපුවත් පොඩියි. බඩ මහතයි. එක කනක් පොඩියි අනිත් කන ලොකුයි. එයාගේ ඇස් දෙකම ලොකුයි. නාසේ දිගයි. කට ලොකුයි. කටේ දත් දෙකයි. එක අතක් දිගයි. අනිත් අත කොටයි. එක අතක ඇඟිලි හතරයි. අනිත් අතේ ඇඟිලි හයයි. කකුල් දෙකම කොටයි. එක කකුලක ඇඟිලි තුනයි. අනිත් කකුලේ හතයි.

Listening & Speaking - **15 mins**

1. Point to the the different parts of the body in the picture and ask the students to say the parts aloud.
2. Say a related item and the students say the parts of the body which is relavant to that item.

Tr: සපත්තු Ss: කකුල්
Tr: කොණ්ඩය Ss: ....
Tr: ඔරලෝසුව Ss: .... etc.

Speaking - **15 mins**

1. Ask the students to describe the weird man they drew earlier.
2. Chain drill: Students sit in a circle.

First student touches head and says: ඔළුව
Second student touches head and eyes and says: ඔළුව, ඇස්

The drill continues until all the parts of the body are said.

4. Application (use): 10 mins

Ask the students to work in pairs and comment on their partner's parts of the body.

ඔයාගේ ඔළුව දිගයි. ඔයාගේ නහය උල්. ඔයාගේ අත් ලස්සනයි.....etc.

> **Warning**
> *The effectiveness of this exercise depends on the mood, friendliness, group menatality, age and maturity of the group. If you find this dangerous to do, design a new one or ask the students to comment on their own parts of the body.*

5. Assessment (Task):

Ask the students to find out in which part of the body do they wear the following items of clothing or ornaments.

කමිසය, ජටාව, වළලු, මාල, කරාබු, කවරිය

6. Contingency Plan 15 mins

Concentration Game:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	**Dialogue**
Materials needed	Pictures, listening grids, role play cards

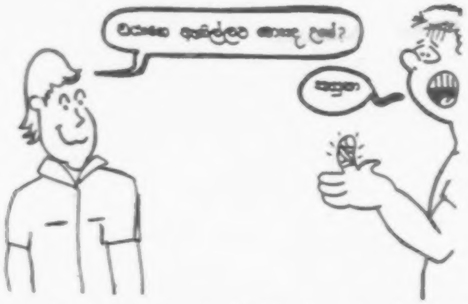
Procedure

1. **Warm up/Review:** **5 mins**

   Review parts of the body.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture. To introduce කැපුණා bandage one of your fingers and put some red ink on it.

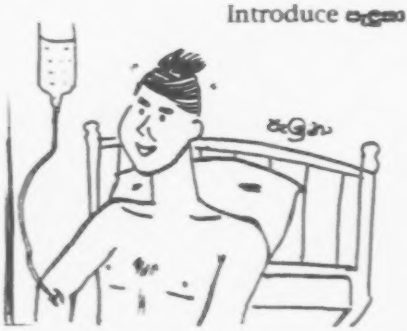


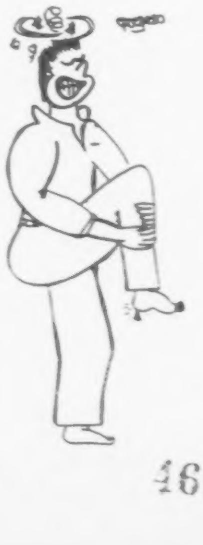
3. **Practice:**

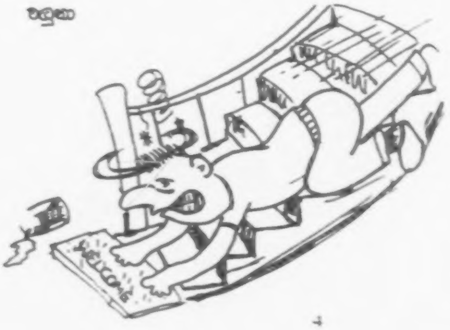
   Listening - **10 mins**

   1. Read the dialogue 3 times using substitutions and ask the students to fill the given grid.

   Introduce කැපුණා. වැටුණා. ඇනුණා using the following pictures.







Picture showing a cracked head	Picture showing a falling person	Picture showing pricking of a nail

Listening Grid:

Teacher's copy

Place of Injury	What happened
ඔලුව	පැලුනා
අත	වැටුනා
කකුල	ඇනුනා

Student's copy

Place of Injury	What happened

Listening & Speaking - 5 mins

Take roles and practise the dialogue using the above substitutions.

Speaking - 5 mins

Students practice the dialogue using the substitutions.

4. Application (use): 10 mins

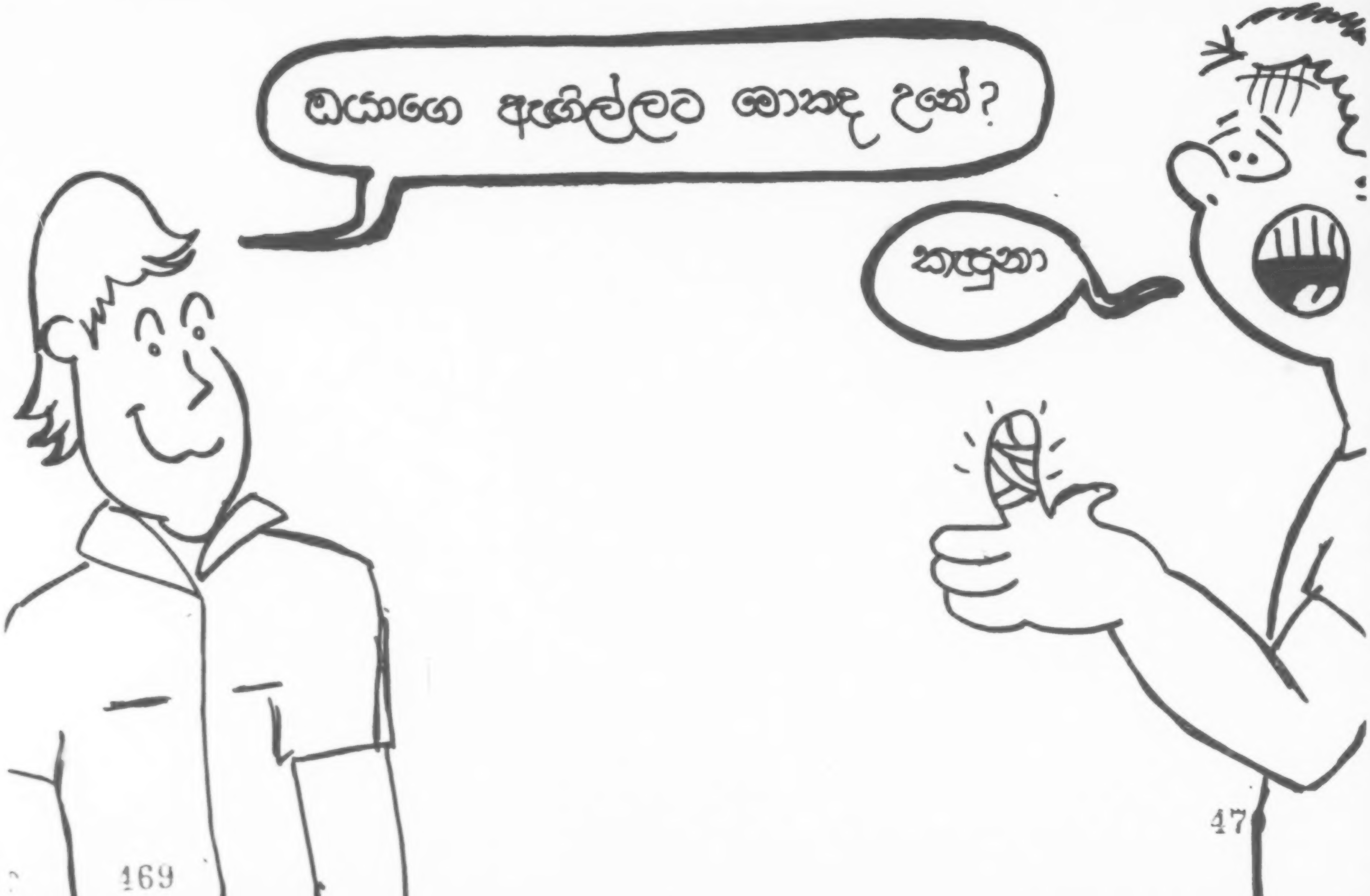
Role Play:

Roles:	PCT/Host Country National(HCN)
Situation:	At a Shramadana
Purpose:	PCT gets injured and the HCN inquires what happened.

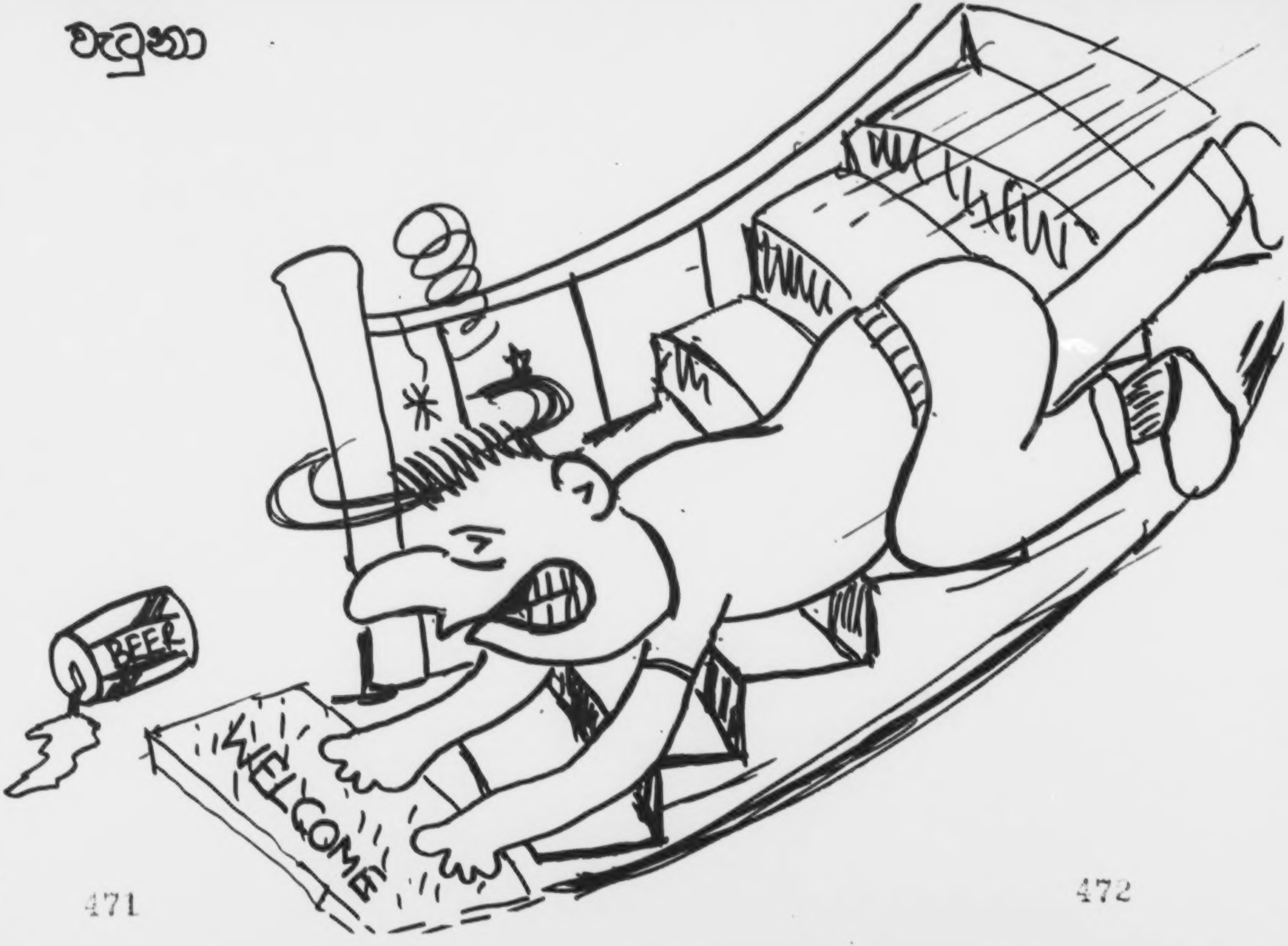
5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


ඔයාගෙ ඇඟිල්ලට මොකද උනේ?
කැපුනා

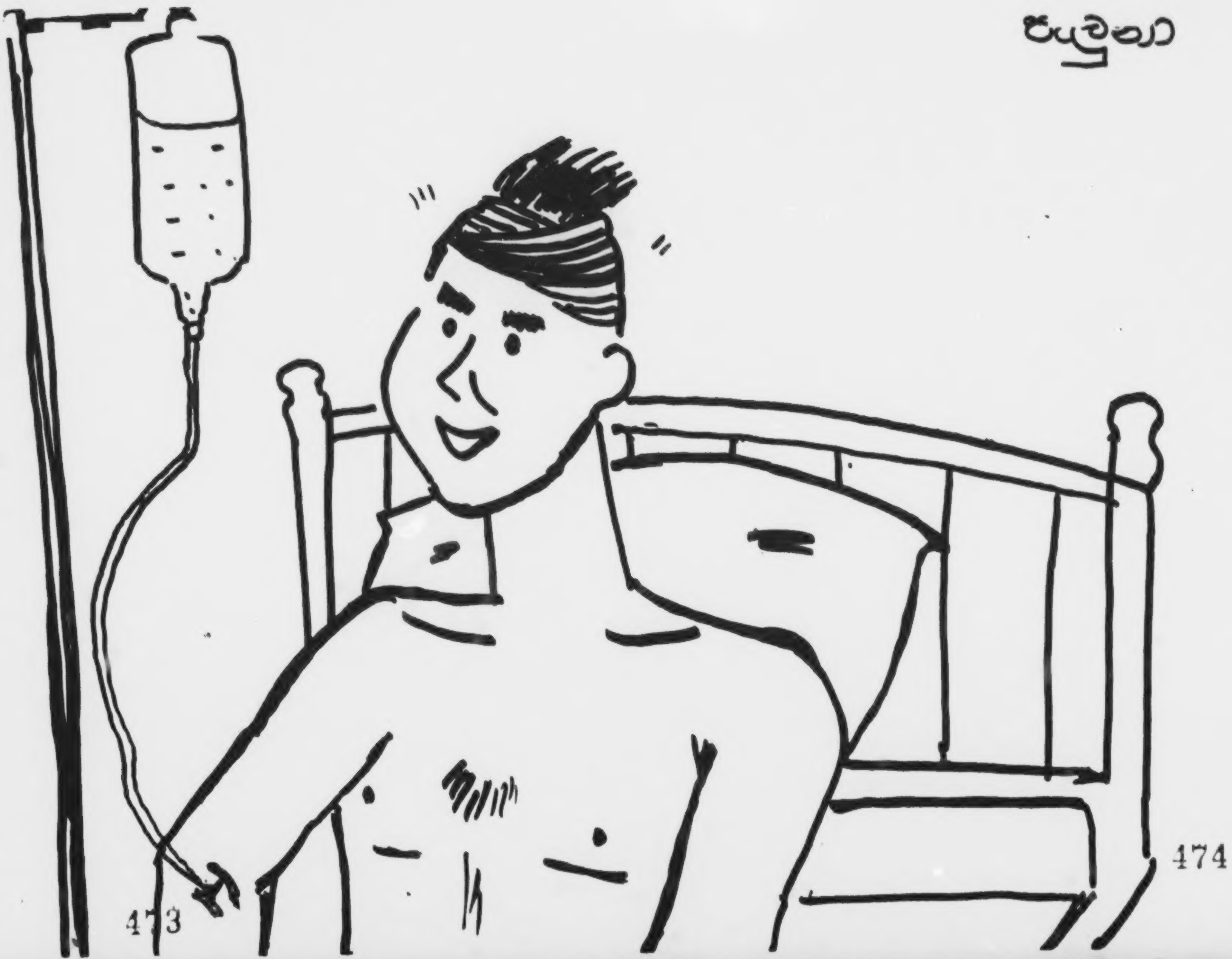
වැටුනා

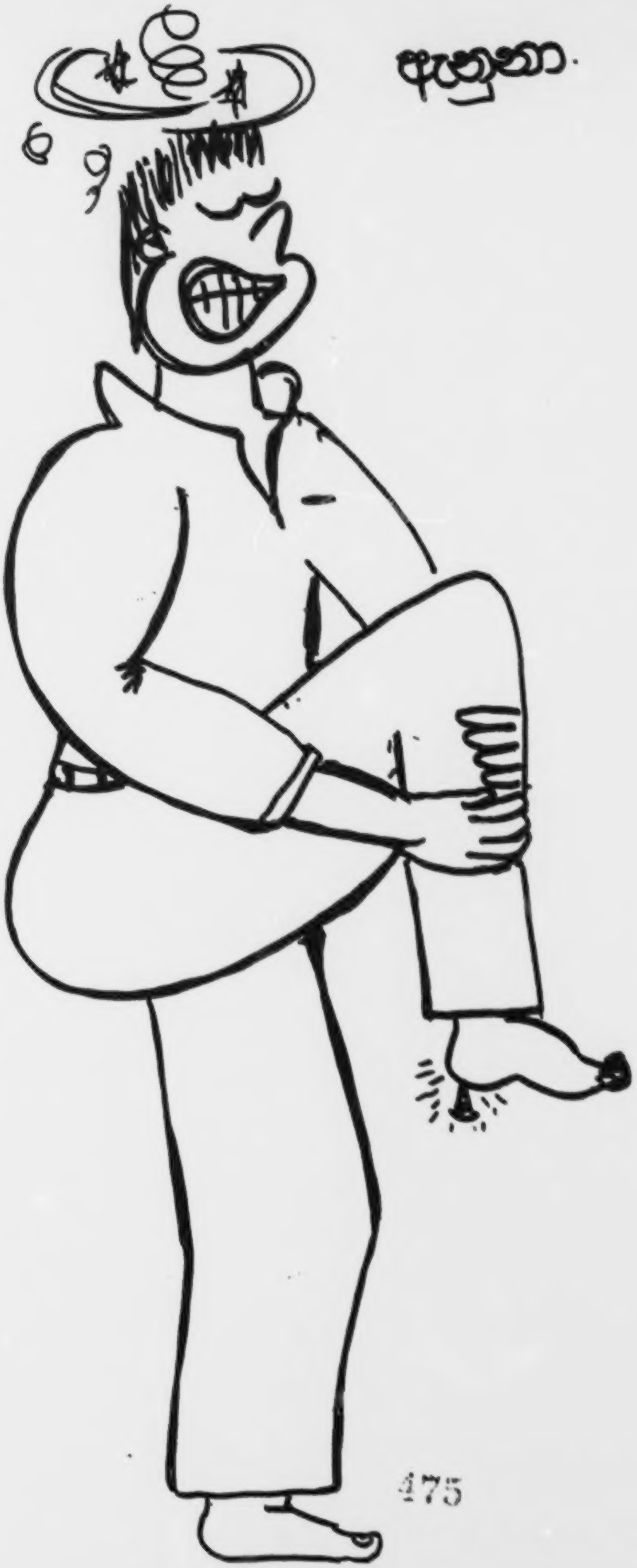

BEER
WELCOME

6.8

471

472


පැළුනා
473
474



ඇනුනා.

Health

Competency : To describe one's physical condition

Situation : Host family home, in the classroom

Dialogue II

Roles: PCT/Teacher		Functions
ගුරුවරයා	: ඔයාට සනීප නැද්ද? (Aren't you feel well?)	- inquiring
මම	: උණ හැදෙන්න වගේ. (I feel feverish.)	- reporting
ගුරුවරයා	: බෙහෙත් ගත්තද? (Did you get medicine?)	- inquiring
මම	: ගෙදර ගිහිං නිදාගත්තම හරියයි. (It will be all right when I go home and rest.)	- giving information

Vocabulary

Physical aliments:

උණ හෙම්බිරිස්සාව කැස්ස වමනේ යනවා කිඹුහුං යනවා බඩ රිදෙනවා
බඩේ අමාරුවක්

Grammar

Verb (past tense) + ම

Verb stem + යි/වි (May/might)

LESSON PLAN I

Estimated Time	1 hour 7 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a given role play
Teaching Point	Vocabulary: Physical ailments: උණ හෙම්බිරිස්සාව කැස්ස වමනය යනවා කිඹුහුං යනවා බඩ රිදෙනවා බඩේ අමාරුවක්
Materials needed	Pictures of ailments, paper chips, listening cloze sheets, role play cards

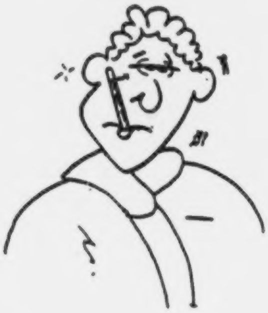
Procedure

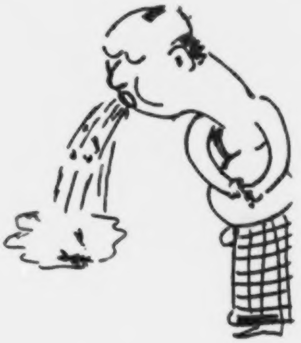
1. **Warm up/Review:** **2 mins**

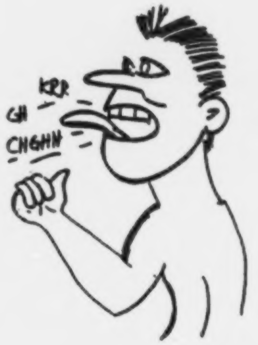
   Review previous lesson if necessary.

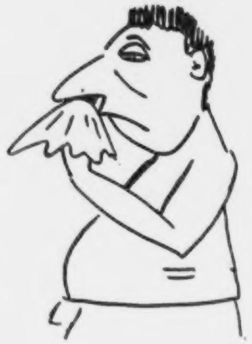
2. **Presentation:** **15 mins**

   Present the ailments through pictures.









3. **Practice:**

   Listening - **10 mins**

   1. Distribute the pictures among the students and ask the students show the correct pictures when you say the word aloud.
   2. Show the picture and say right/wrong ailments. Students say right or wrong.

Listening & Speaking - **10 mins**

1. Get the students to listen to the passage and fill in the missing words. Later read the passage and stop at each blank and let the students say the missing words.

ක්‍රිස් ස්වේච්ඡා සේවකයෙක්. එයා දවසක් ටින් මාලු කෑවා. ඊට පස්සේ එයාගේ බඩ රිදුනා. රෑ එයාට ගොඩක් වමනේ ගියා. උදේ බඩ ගියා. ඉතිං, එයා Dr. Shiroට Phone එකෙන් කතා කෙරුවා. Dr. Shiro එයාට කිවුවා මේක බැක්ටීරියා ලෙඩක් කියලා. ක්‍රිස්ට ගොඩක් උන හැදුනා. එයාට කිඹුහුං ගියා. දැන් එයාට හෙම්බිරිස්සාවක් හැදුනා. පස්සේ කැස්සක් හැදුනා. ඊට පස්සේ එයා කොළඹ ගිහිල්ලා Dr. Shiro හම්බඋනා. Dr. Shiro එයාට බෙහෙත් දුන්නා. ක්‍රිස් ගොඩක් බෙහෙත් බිව්වා. ඊට පස්සේ එයාට සනීප උනා.

Speaking - **15 mins**

1. Get one student to come forward and mime an ailment and get the others to guess it.

2. Write the ailments on pieces of paper and roll them. Give one set to each pair and ask the students to practise the following dialogue by picking up a paper strip to fill in the blank in the dialogue.

Dialogue:

A: කොහොමද?

B: ටිකක් අසනීපයි.

A: මොකද්ද අමාරුව?

B: ටිකක් .... වගේ.

4. Application (use): 15 mins

Role Play:
Roles: PCT/Host mother
Situation: At the host family
Purpose: PCT had gone to a party the other day and come home in a heavy rain. He/She doesn't feel good and has fever, cold, cough, vomiting etc.
Host mother inquires and trys to help by asking whether the PCT needs any herbal medication. PCT politely refuses.

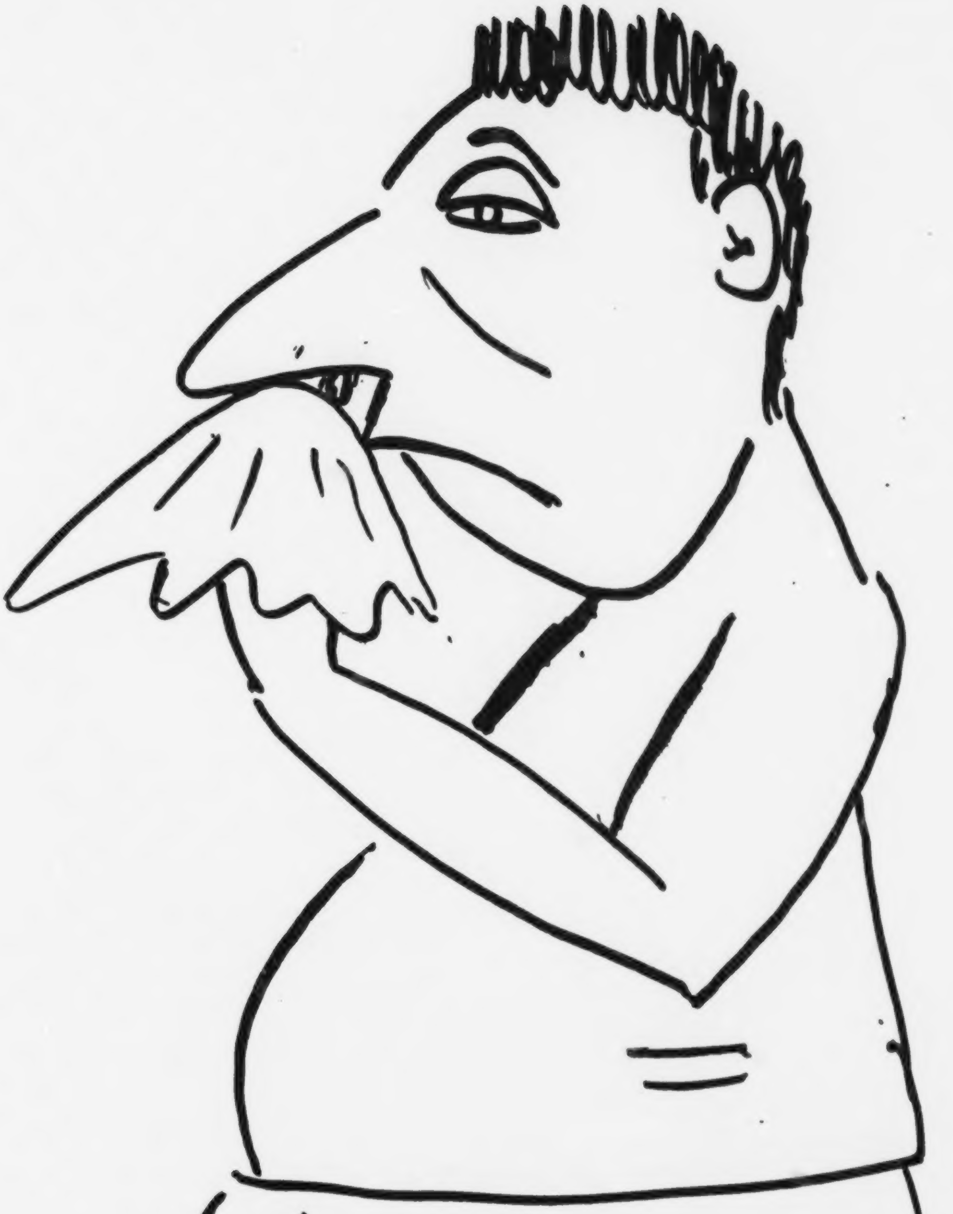
5. **Assessment (Task):**

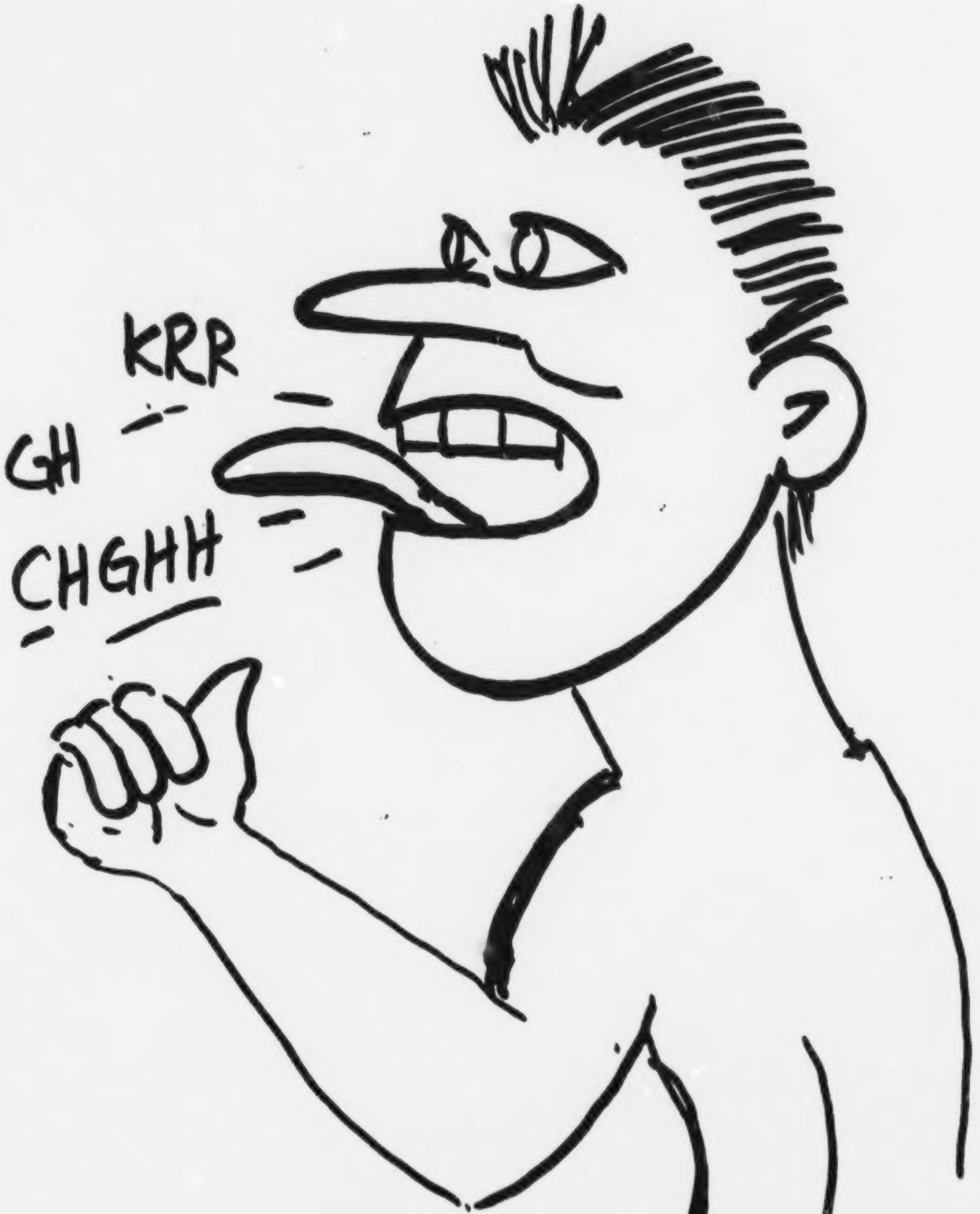
Ask the students to find out some Ayruvedic medicine for the above learnt diseases.

6. **Contingency Plan:** **15 mins**

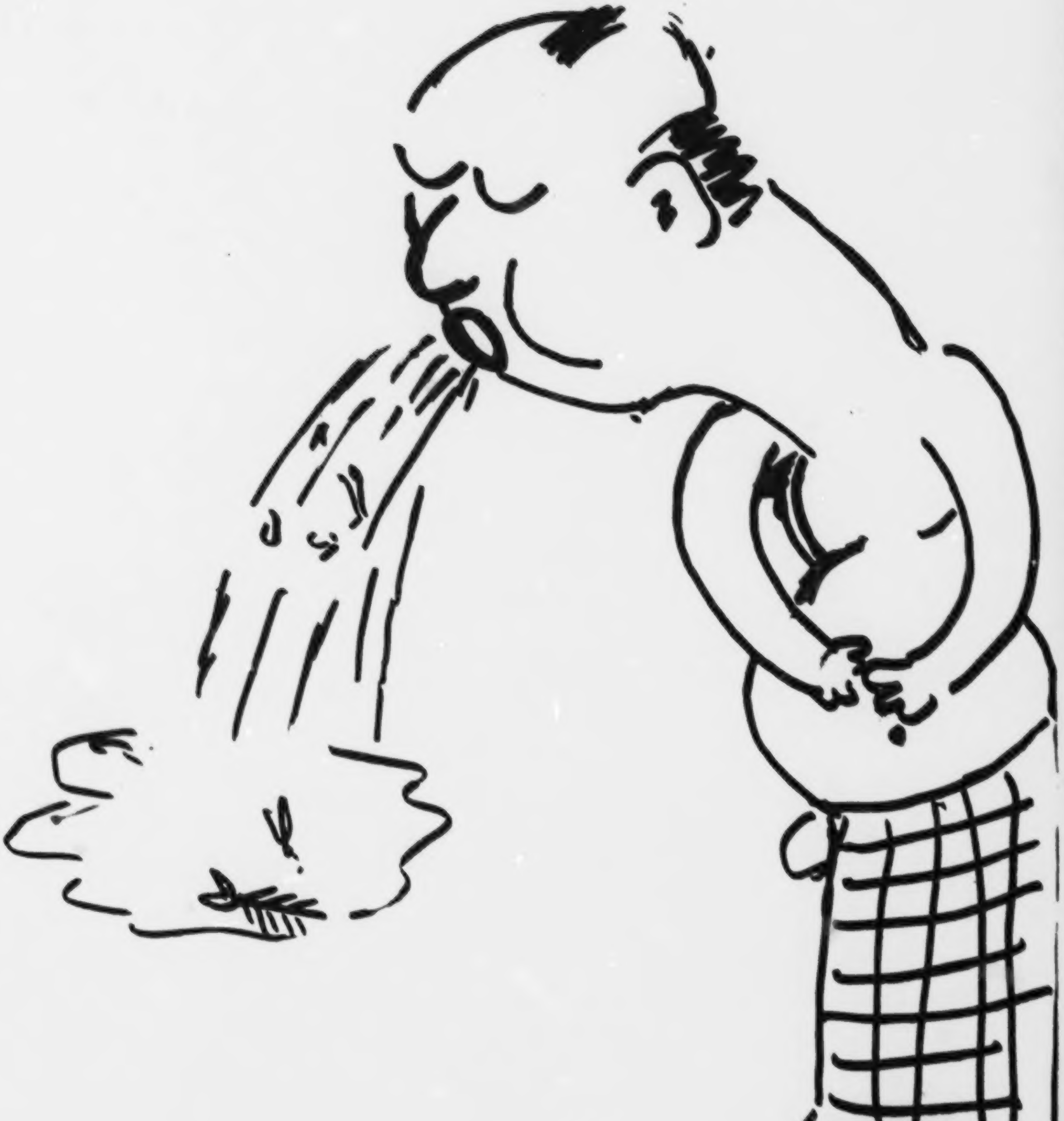
Picture Cube: Make a cube with a six sides, each showing a picture of a symptom or illness. Students throw the cube, look at the picture facing up and give the appropriate response (e.g. "I feel ________.") Vary this by making it a contest between teams.

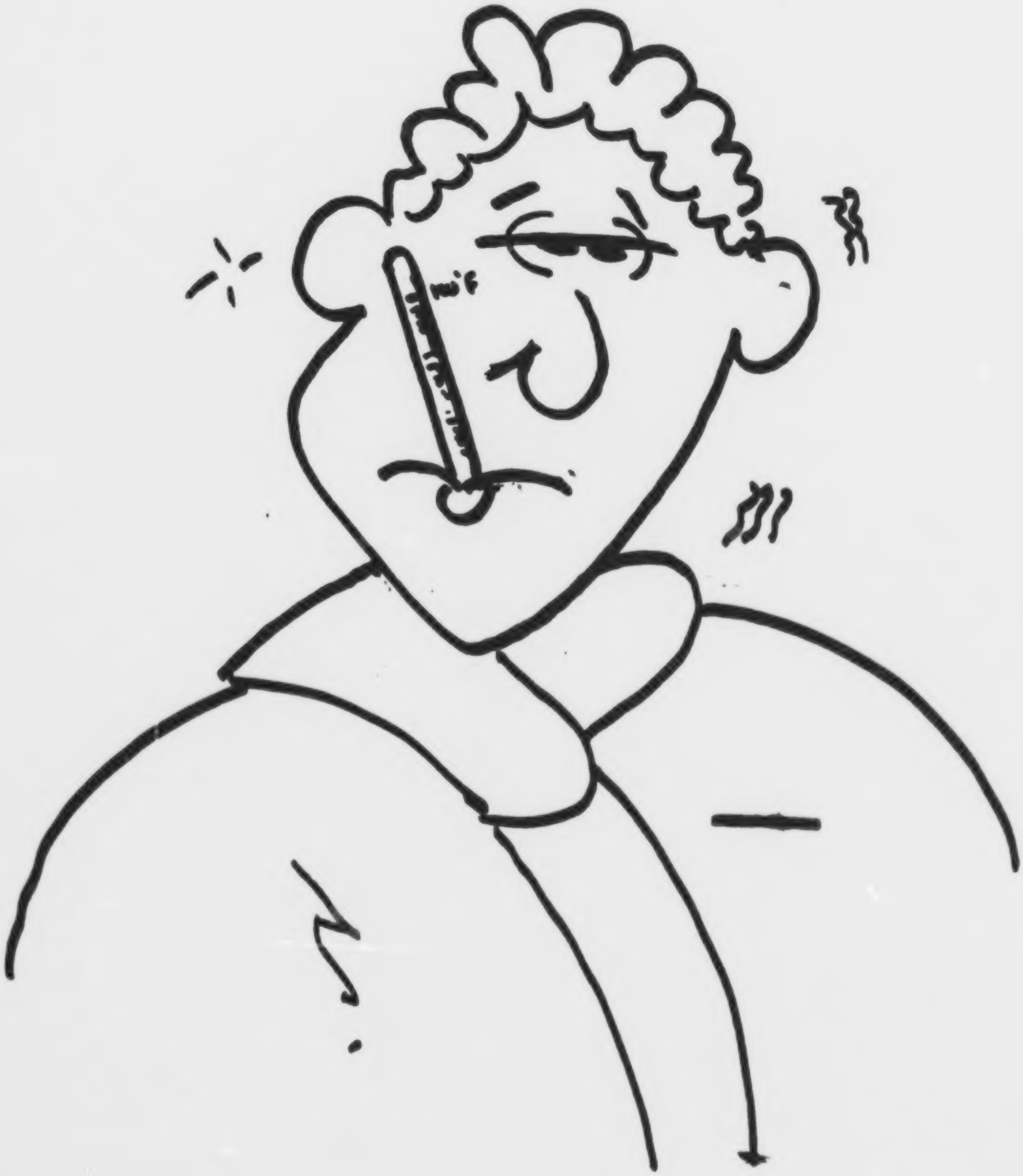
7. **Comments/Self Evaluation**




KRR
GH
CHGHH

10-B





10-D

LESSON PLAN II

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from the the Sri Lankans.
Teaching Point	**Grammar: Verb (past tense) + [illegible]**
Materials needed	Picture dialogue, MCQ charts

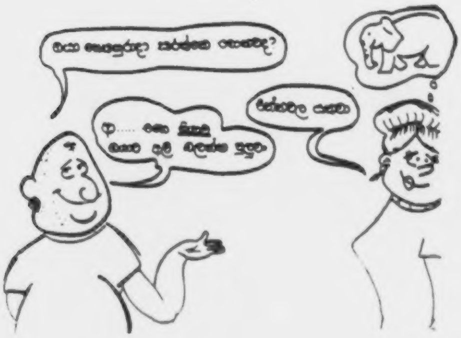
Procedure

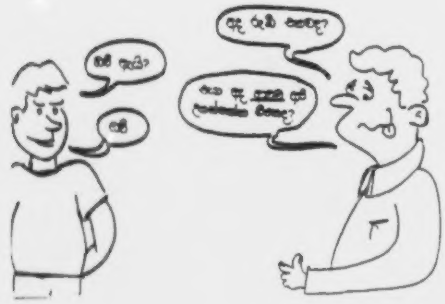
1. **Warm up/Review:** **5 mins**

   Review the [illegible] form.

2. **Presentation:** **15 mins**

   Present the grammar through a picture dialogue.





3. Practice:

Listening - **15 mins**

1. Ask the students to listen to the part of the sentence and choose the correct answer to complete the sentence.

1. වැඩ කෙරුවම
   a. මහන්සි නෑ
   b. මහන්සියි
   c. දුකයි

2. වතුර බිව්වම
   a. තිබහයි
   b. බඩගිනියි
   c. තිබහ නෑ

3. බඩගිනි උනාම
   a. කෑම එපා
   b. කෑම කනවා
   c. කෑම කන්නේ නෑ

4. කොළඹ ගියාම
   a. සිංහල ඉගෙනගන්නවා
   b. Lesson Plan කරනවා
   c. Taj එකට යනවා

5. සයිට් එකට ගියාම
   a. ඉංග්‍රීසි උගන්නනවා
   b. සිංහල උගන්නනවා
   c. වැඩ කරන්නේ නෑ

Listening & Speaking - **15 mins**

1. Ask the students to listen and complete the sentences using meaningful phrases.

1. P.S.T. ඉවර උනාම ....
2. ඔයාලා සයිට් එකට ගියාම ....
3. Dr. Shiro ආවාම ....
4. අසනීප උනාම ....
5. පරණ පාන් කෑවම ....
6. ගොඩක් බියර් බිව්වම ....

Speaking - **10 mins**

1. Students work in pairs and ask and answer questions like the following.

- ඔයා ඇඹිලිපිටියට ගියාම කරන්නේ මොකවද?
- ඔයා හවස ගෙදර ගියාම කරන්නේ මොකවද?
- [illegible] මෙහේ ආවම ඔයා හිතන්නේ මොකවද?
- ඔයා සයිට් එකට ගියාම කරන්නේ මොකවද?
- ඔයා සයිට් එකට ගියාම යන්නේ කොහොමද/කොහෙනද?

4. **Application (use):** **10 mins**

Ask the students to speak to the language instructors and find out what they will do when they go home on weekends or after the PST.

5. **Assessment (Task):**

6. **Contingency Plan:**

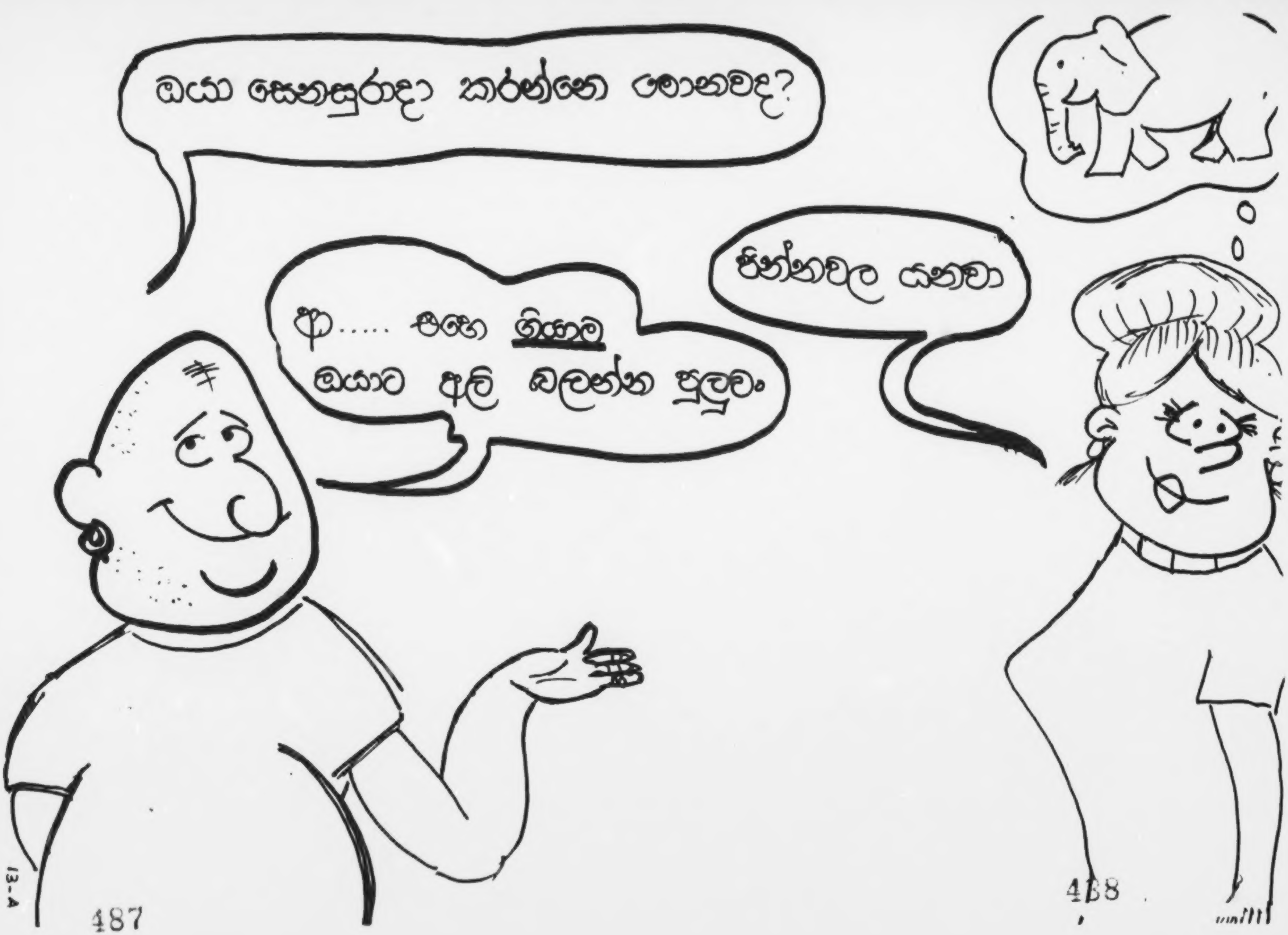
7. **Comments/Self Evaluation**

GRAMMAR NOTE

Past tense + ම :

When ම is added to the Past Tense, the construction would mean 'when' in the context of 'once the action has been completed'.

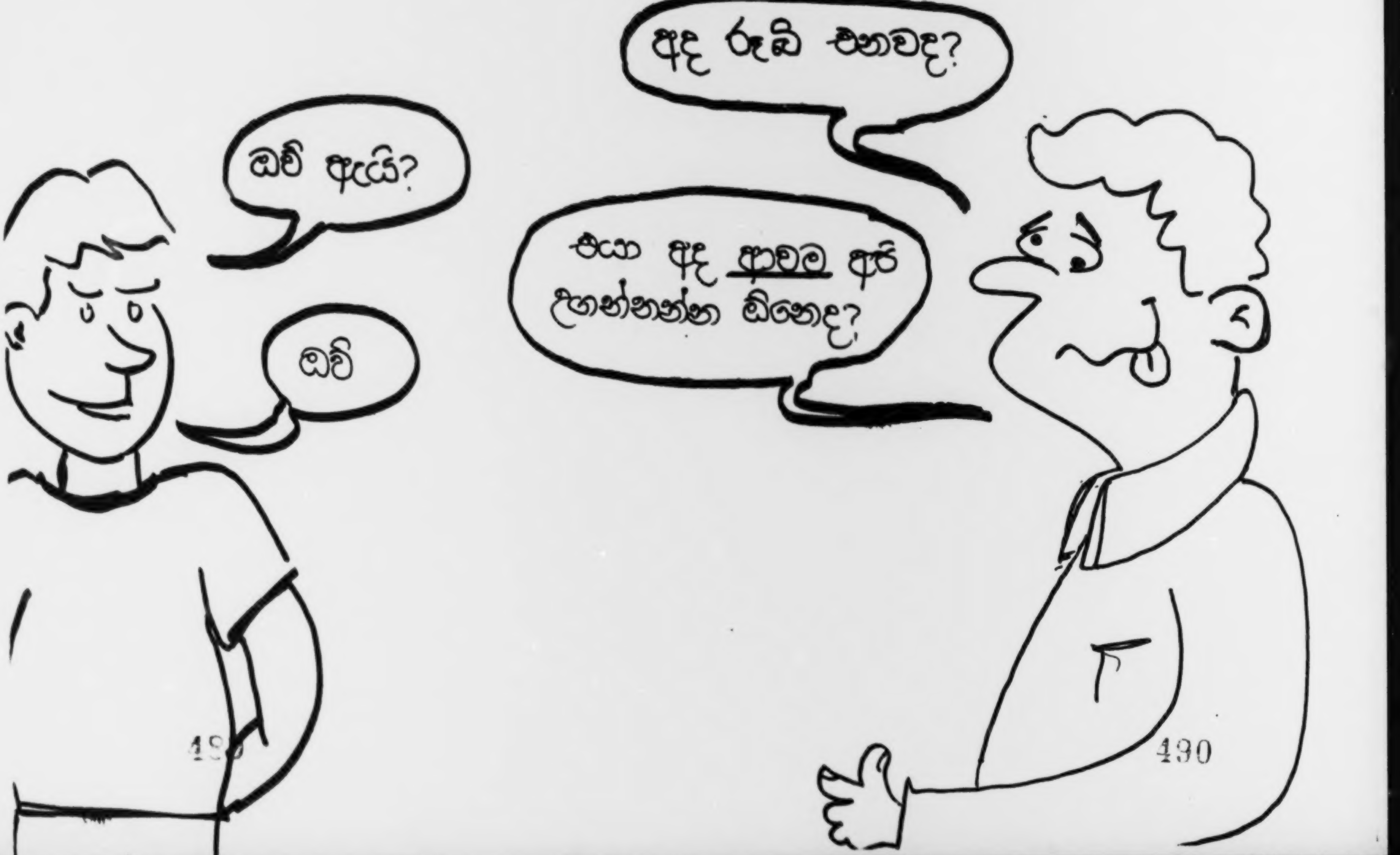
මං ඇමරිකාවට ගියාම ඔයාට ලියන්නං	I'll write to you when I get to America.
කපිල ආවම එයාට කතාකරන්න	Talk to Kapila when he comes here.


ඔයා සෙනසුරාදා කරන්නෙ මොනවද?
පින්නවල යනවා
ආ..... එහෙ ගියාම
ඔයාට අලි බලන්න පුලුවං

13-A

487

488


අද රැඩි එනවද?
ඔව් ඇයි?
එයා අද ආවම අපි උගන්නන්න ඕනෙද?
ඔව්
430
430

LESSON PLAN III

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a discussion
Teaching Point	**Grammar: Verb stem + යි/වි (May/might)**
Materials needed	Pictures, Picture dialogue, listening cloze sheets, action cards, question strips

Procedure

1. **Warm up/Review:** **10 mins**

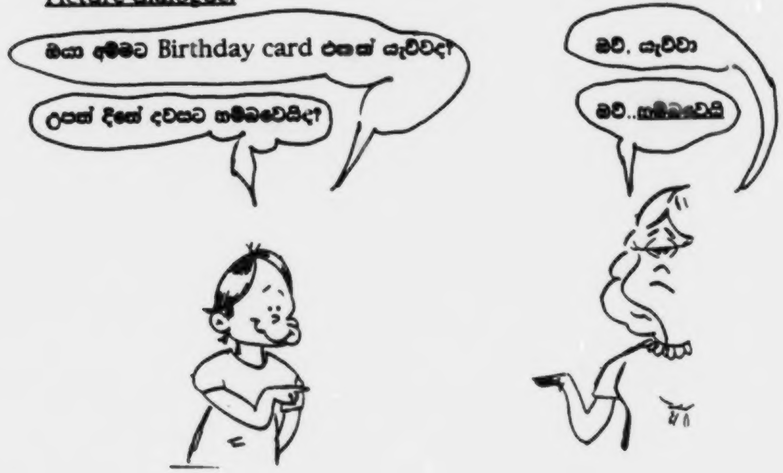
   Write some questions on strips of paper. Fold them and put on a basket. Ask one student pick one and read it aloud. Get the others to respond.

2. **Presentation:** **15 mins**

   Present the grammar concept using pictures and picture dialogues

   Show a picture of lot of dark clouds in the sky and introduce හවසට වහියි.

   Picture dialogue:


ඔයා අම්මට Birthday card එකක් යැව්වද?
උපන් දිනේ දවසට හම්බවෙයිද?
ඔව්. යැව්වා
ඔව්..හම්බවෙයි

Topic: Health

3. Practice:

Listening - 15 mins

1. Students listen to the following sentences and say ඔව් or නෑ

   - කොනෙල් ක්‍රිස්මස් එකට ගෙදර යයිද?
   - Dr. Shiro සිකුරාදා සයිට් එකට එයිද?
   - PD Christmas Party එකට එයිද?
   - අද හවසට වහියිද?
   - ලබන අවුරුද්දේ World War එකක් එයිද?
   - ඔයාලගේ Swearing-In Party එකට Batch 21 ස්වේච්ඡා සේවකයෝ එයිද?

2. Students listen to the following passage and fill in the missing words.

> මාධව ලබන අවුරුද්දේ විශ්ව විද්‍යාලේ යයි. එයා විශ්ව විද්‍යාලේ ගිහිල්ලා Medical subjects ඉගෙන ගනියි. එයාට එහේදී ගොඩක් යාලුවෝ හම්බවෙයි. මාධව යාලුවෝ එක්ක ගොඩක් පාඩම්කරයි. එයා ඉගෙනගන්න දක්ෂ නිසා Exam එක හොඳට පාස්වෙයි. සමහරවිට එයා upper class එකක් ගනියි. අවුරුදු පහකට පස්සේ දොස්තර කෙනෙක් වෙයි.

Listening & Speaking - 10 mins

1. Students listen to incomplete sentences and complete them using appropriate verb endings.

Tr: අද ගොඩක් වලාකුළු තියෙනවා. එහෙනම් අද හවස Ss: වහියි.
Tr: බදාදා ජේම්ස්ට එතකොට ලියුම Ss: ....
Tr: මාර්ක් ගොඩක් බියර් බිලා. ඒ නිසා එයාට වමනෙ Ss: .... etc.

Speaking - 20 mins

1. Distribute a set of action cards to each pair of students. One student picks up a card and says the present tense form of it and the partner says the may/might form.

2. Students use the same set of cards and practise making questions and statements according to a plot.

Student A: හෙට ඉරිදා. ඒ නිසා John (shows the card of going and asks) එයා වඩුමට යයිද?
Student B: මට හරියටම කියන්න බෑ... සමහරවිට යයි.

The drill continues with different cards.

4. **Application (use):** **15 mins**

Students discuss the following problems

- Bill Clinton මැරුනම ඇමෙරිකාවට මොකද වෙයිද?
- ගුරුවරයට S 100000 හම්බවෙනවා. එයා මොකද කරයිද?
- හෙට නිවාඩුයි. ඉතිං PST staff එක මොකද කරයිද? Give names of the staff.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

GRAMMAR NOTE

May / Might form of the Verb:

The -යි form of the Verb is form in the following manner:

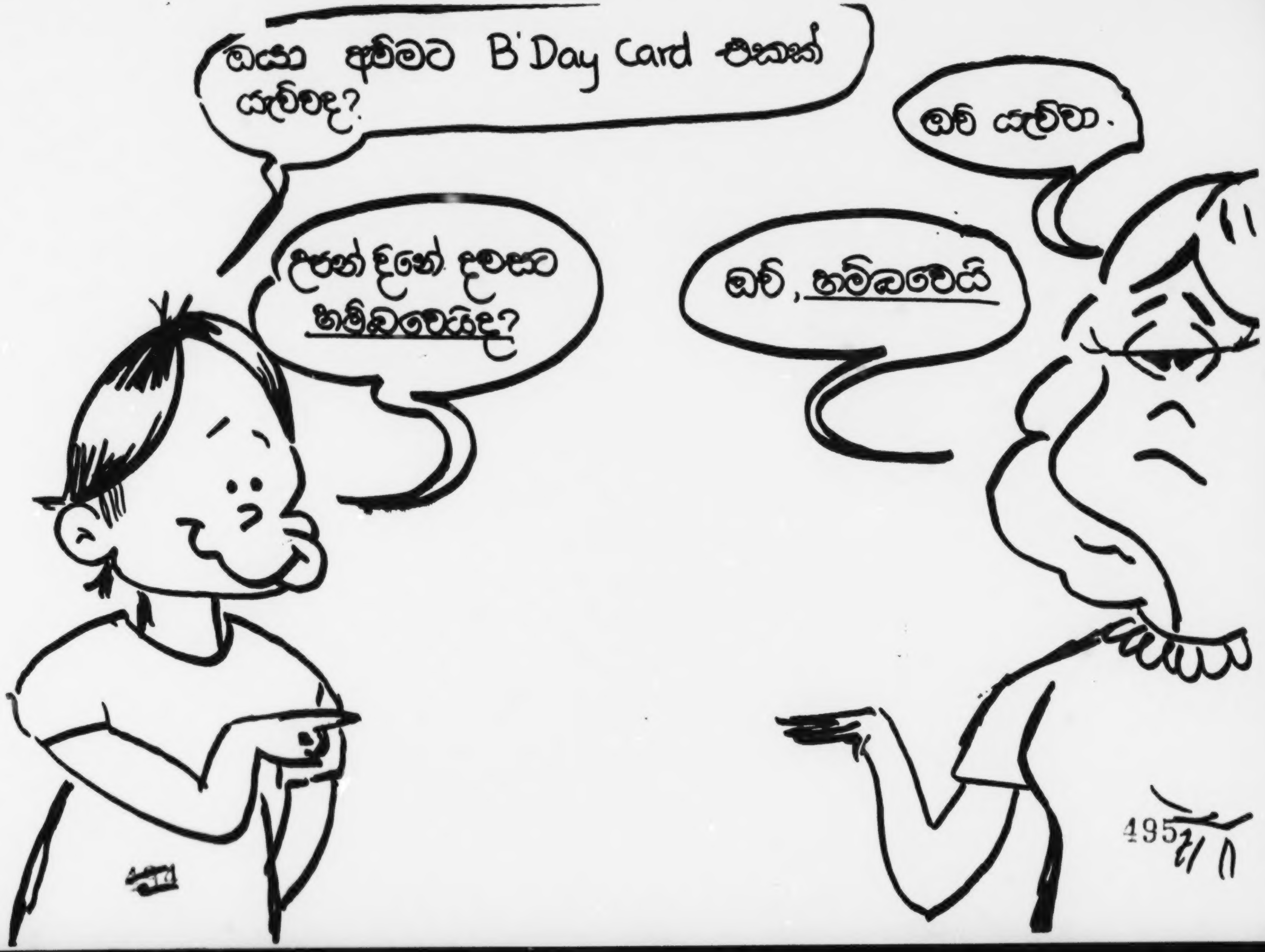
V(stem) + යි

ය + යි	යයි	May /Might go
බො + යි	බොයි	May /Might drink

A few verbs have irregular forms. Some of them are:

ගන්නවා	ගනියි	May /Might buy, take
ඉන්නවා	ඉඳියි	May /Might stay, live, be
ගේනවා	ගෙනෙයි	May /Might bring

This Verb form occurs only with 2nd and 3rd Person subjects and expresses the meaning of 'is likely to', 'may', 'might', 'praobably'.


ඔයා අම්මට B'Day Card එකක් යැව්වද?
ඔව් යැව්වා.
උපන් දිනේ දවසට හම්බවෙයිද?
ඔව්, හම්බවෙයි

495

LESSON PLAN IV

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, paper strips, role play cards

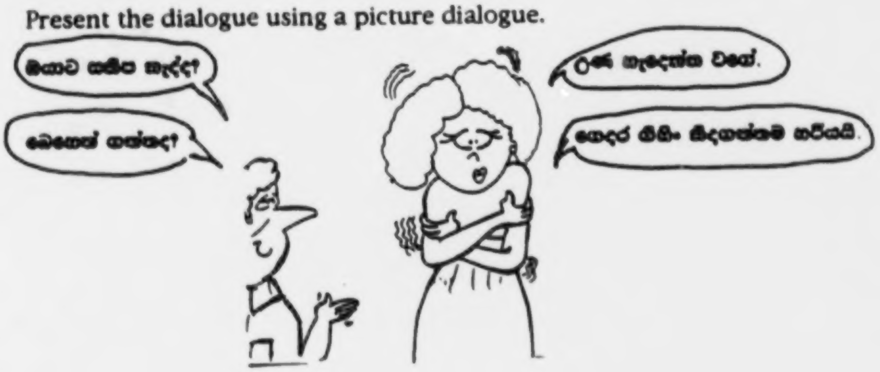
Procedure

1. **Warm up/Review:** **5 mins**

   Review parts of the body and the ailments.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **10 mins**

   1. Write the dialogue on strips of paper. Make two sets. Cut them into pieces and give the two sets two teams. Ask the students listen carefully when you read and then ask them to rearrange the dialogue. Give a round of applause to the team that rearranges the dialogue correctly and quickly.

Listening & Speaking - 5 mins

1. Take roles and practise the dialogue with possible substitutions.

Speaking - 5 mins

1. Students take roles and practise the dialogue in pairs using possible substitutions.

4. Application (use): 10 mins

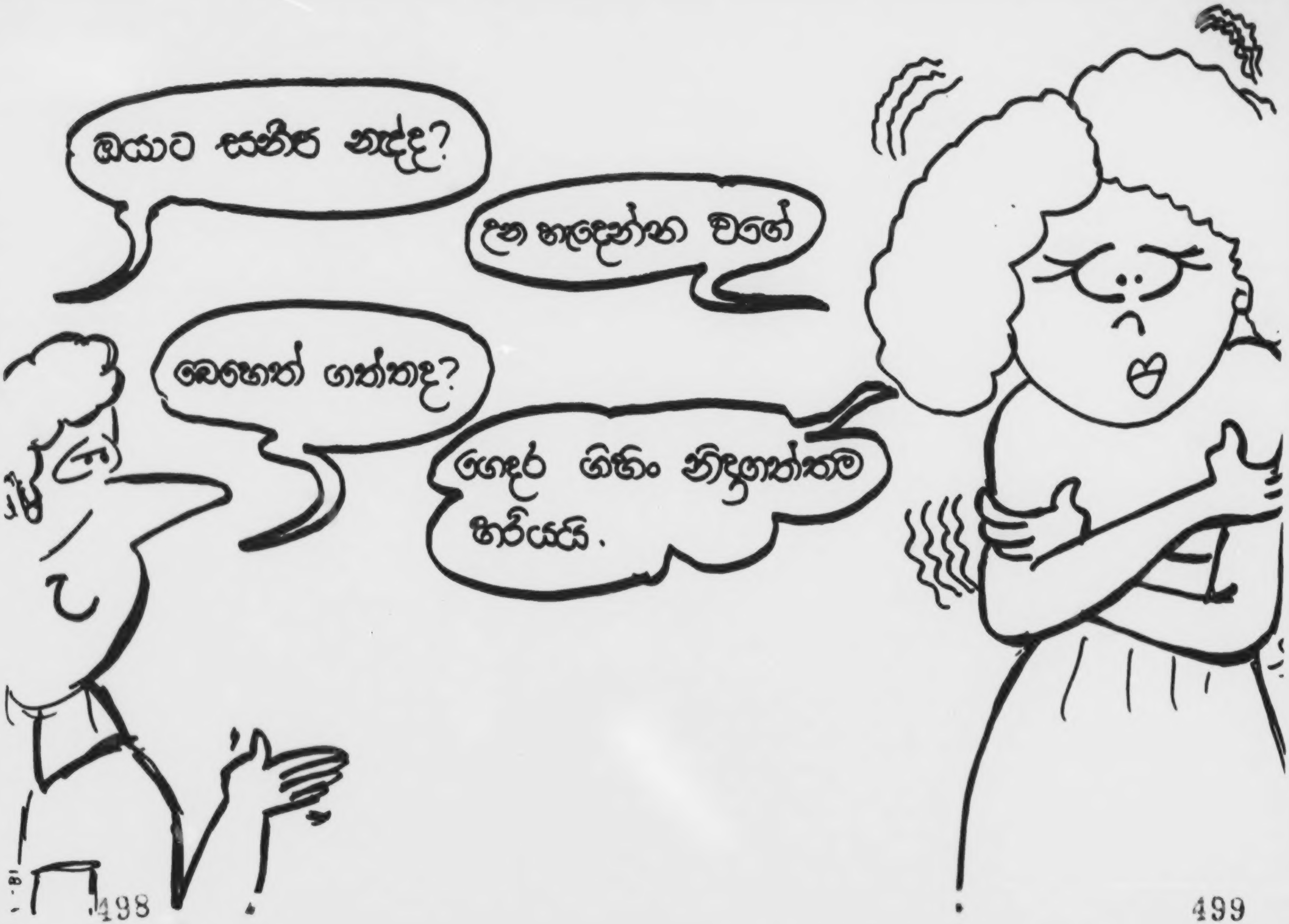
Role Play:

Roles: PCT/Teacher
Situation: At the classroom
Purpose: PCT doesn't seem well. Teacher inquires about his/her health. PCT responds that he/she is not feeling well and says he/she wants to rest.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


ඔයාට සනීප නැද්ද?
උන හැදෙන්න වගේ
බෙහෙත් ගත්තද?
ගෙදර ගිහිං නිදාගත්තම හරියයි.

498

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Health

Competency : **To describe one's emotional state**

Situation : **Host Family home/in the classroom**

Dialogue I

Roles: PCT/Teacher	**Functions**
ගුරුවරයා : ඇයි ප්‍රශ්නයක්ද? (Any problem?)	- inquring
[illegible] : මගේ හිතට හරි නෑ. (I am upset)	- giving information
ගුරුවරයා : ඇයි ? (Why?)	- inquring
[illegible] : මගෙ තාත්තට සනීප නැතලු. (I was told that my father was ill)	- giving information

Grammar

Reported Speech:

S + කිව්වා. Subodinate clause + කියලා

ලු form - (It seems)

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the reported speech to report personal details of some Sri Lankans
Teaching Point	**Grammar: Reported Speech:** **S + කිව්වා, Subodinate clause + කියලා**
Materials needed	Picture dialogues, pictures, questionairre

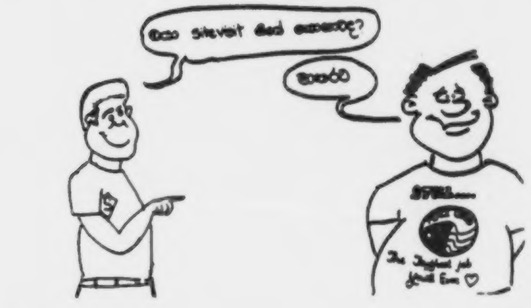
Procedure

1. **Warm up/Review:** **5 mins**

   Review noun cases - Direct & Dative.

2. **Presentation:** **15 mins**

   Present the grammar concept using a picture dialogue.


ඔයා site visit ගියේ කොහොමද?
හොඳයි

Sampath Tim

සම්පත් ටිම්ගෙන් ඇහුවා ඔයා site visit ගියේ කොහොමද කියලා.

Tim කිව්වා හොඳයි කියලා.

Elicit the rule and the meaning from the students and give adequate explanation regarding the reported speech.

Topic: Health

3. **Practice:**

Listening - 10 mins

1. Check understanding by reading out some correct/incorrect sentences and asking the students to say හරි or වැරදියි.

   - සොයෙල් ඇහුවා අනුරාධපුරේ ගියා කියලා.
   - ශීලන්ති වැලිගෙන් ඇහුවා ඔයා site visit ගියේ කොහෙද කියලා.
   - පෙරේරා කිව්වා මට බඩගිනිද කියලා.
   - Technical Coordinator, traineesලට කිව්වා අද ඉස්සෙල්ලම technical session තියෙනවා කියලා.
   - ලේම්බර්ට් සොයෙල්ට ඇහුවා වතුමට යනවද කියලා.
   - සමිතත් විසෙන්තට කිව්වා බත් කන්න කියලා.
   - ගුරුන්නු වකර්ගෙන් ඇහුවා Site visit එක කොහොමද කියලා.
   - වකර් ගුරුන්නුට ඇහුවා කෑම එපා කියලා.

Listening & Speaking - 20 mins

1. Say some statements and questions randomly. Get the students to say ඇහුවා and කියලා accordingly.

Tr:	කෑම කෑවද?	Ss:	ඇහුවා
Tr:	කෑම කෑවා	Ss:	කියලා

2. Have a structure skeleton on the board and ask the students make reported speech sentences after listening to conversational exchanges.

Skeleton: සුනිල්. Tim ගෙන් ඇහුවා ______________ කියලා.
Tim කිව්වා ______________ කියලා.

Conversational Exchange: e.g.

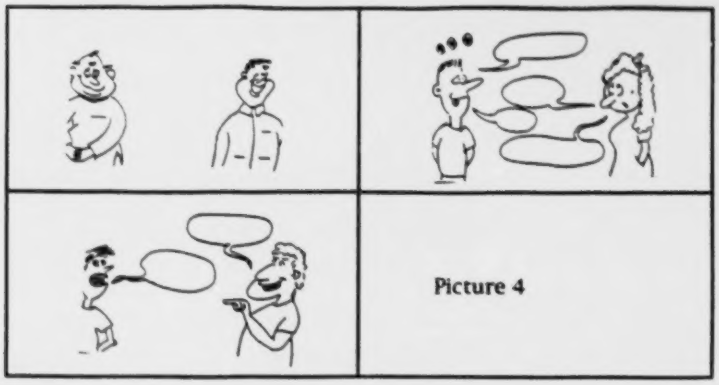
A: කොහොමද? B: වරදක් නෑ.

Students say: සුනිල්. Tim ගෙන් ඇහුවා කොහොමද කියලා.
Tim කිව්වා වරදක් නෑ කියලා.

Speaking - 15 mins

1. Get some on the spot reporting by asking and answering questions.

2. Draw some picture dialogues on a sheet of paper and give one sheet to each pair.



Picture 4

4. **Application (use):** **15 mins**

Give a questionairre in English. Ask the students to work in pairs and ask and answer questions. Later get them to report to the whole group using reported speech.

මම Mary ගෙන් ඇහුවා .... කියලා.
එයා මට කිව්වා .... කියලා.

5. **Assessment (Task):** **15 mins**

Get the students find out some personal details of some Sri Lankans outside the classroom and report to the classroom.

6. **Contingency Plan:**

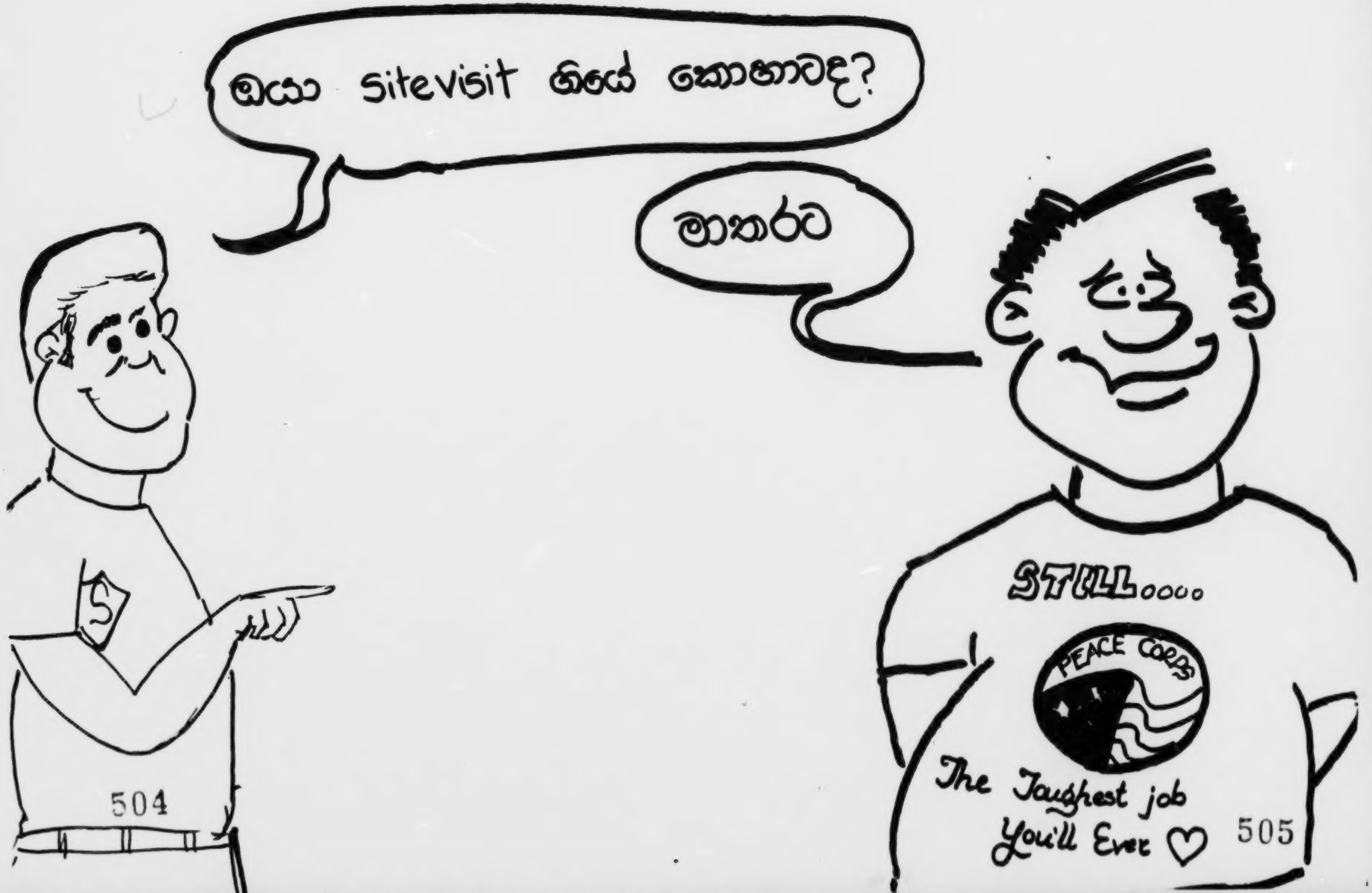
7. **Comments/Self Evaluation**

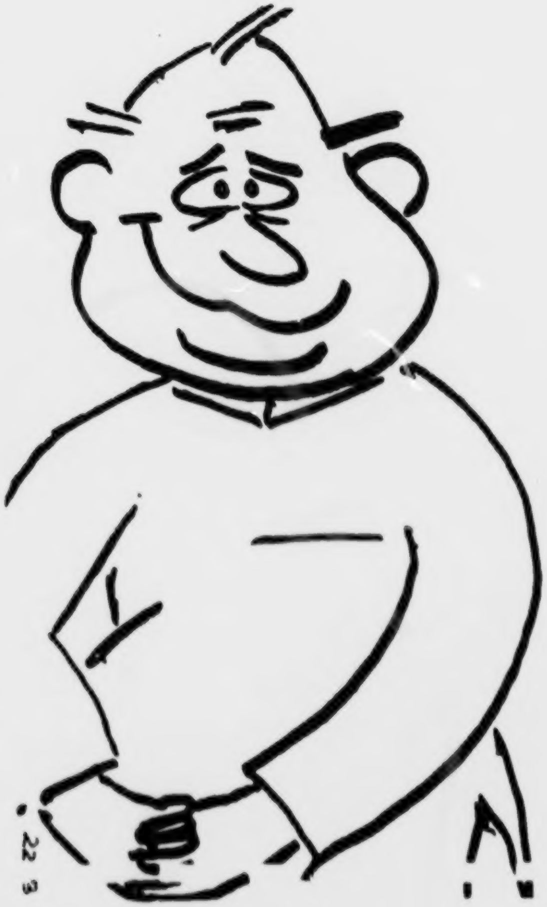
GRAMMAR NOTE

Reported Speech:

The utterances that we report can be divided broadly into Statements, Requests/ Imperatives, Questions. In reporting each of these, the Main Clause and the Subordinate Clause are connected with -කියලා.

එයා මට කිවුවා අද ගෙදර ඉන්නවා කියලා	He told me that he would be at home today.
එයා මගෙන් ඇහුවා ඇයි එන්නේ කියලා	He asked me why I am coming.


ඔයා sitevisit ගියේ කොහාටද?
මාතරට
S
504
STILL....
PEACE CORPS
The Toughest job You'll Ever ♡
505



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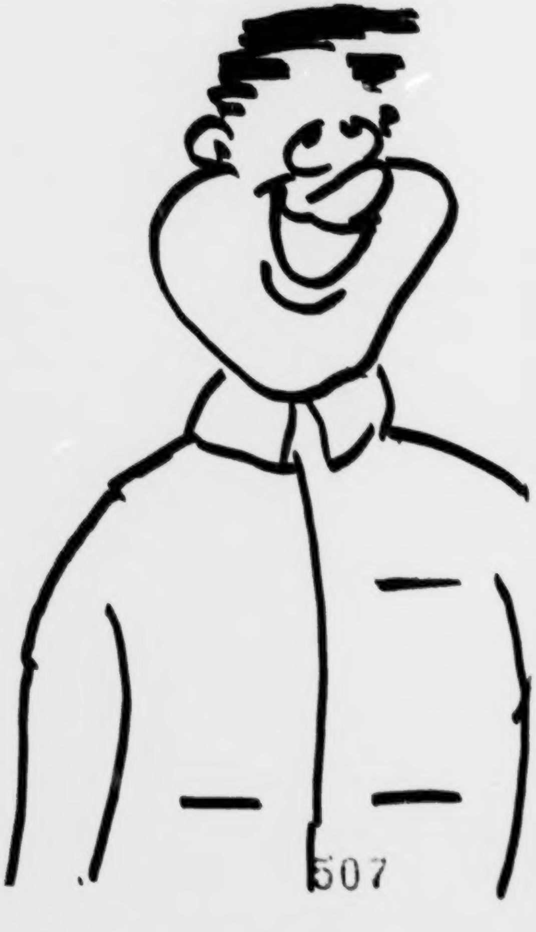

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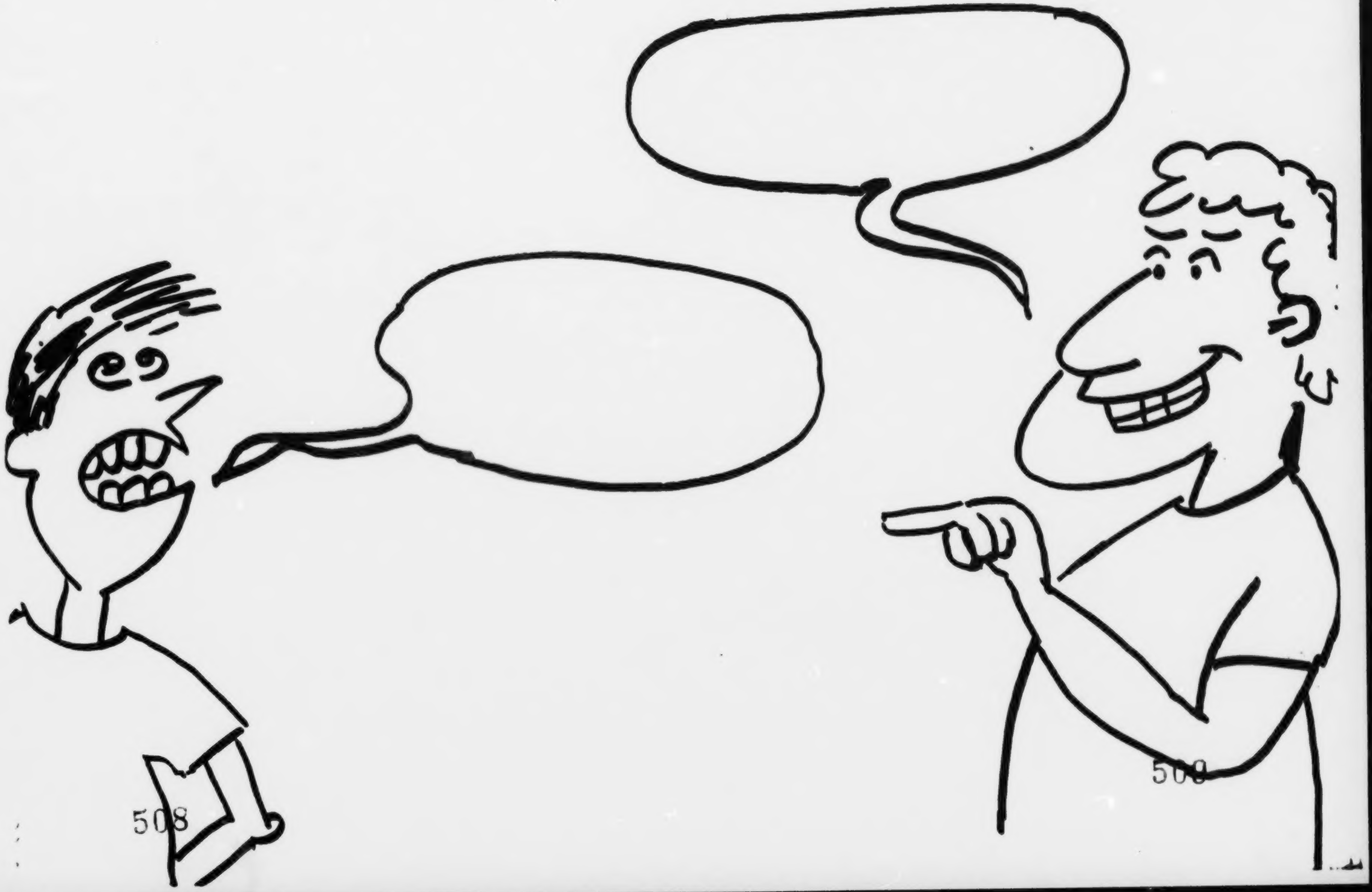
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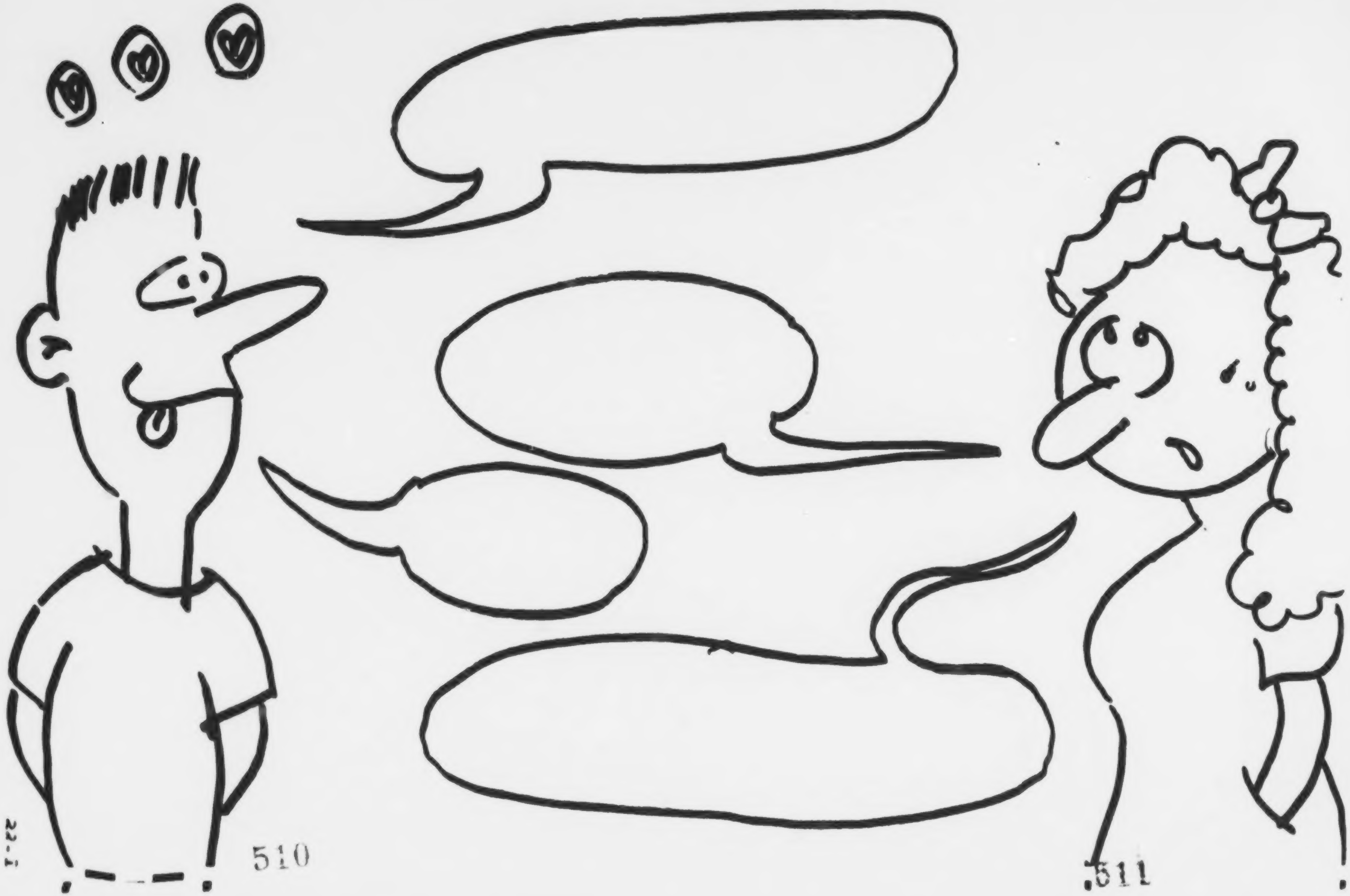
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LESSON PLAN II

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar to report information
Teaching Point	Grammar: ලු form - (It seems)
Materials needed	Picture dialogues, sentence strips, news items

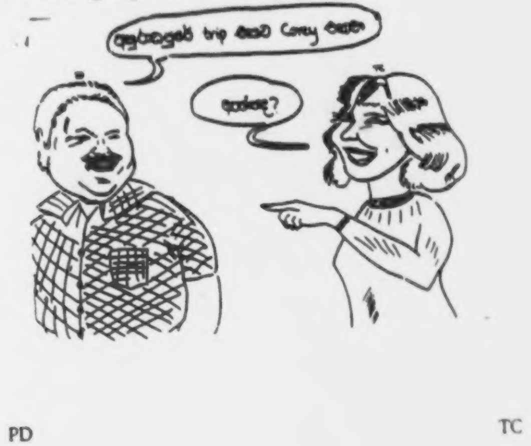
Procedure

1. **Warm up/Review:** **5 mins**

   Review the reported speech.

2. **Presentation:** **10 mins**

   Present the form using a picture dialogue.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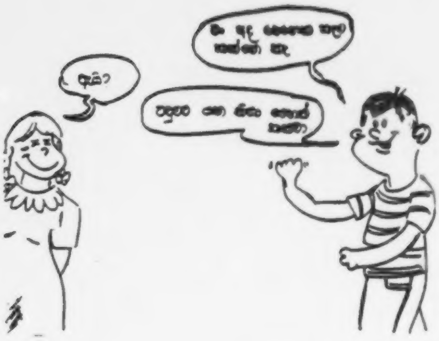
ඇත්තද?
PD
TC

PD: අනුරාධපුරේ trip එකට Corey එනවලු.

LC: හා. ඇත්තද? හරි ෂෝක්...


ඇයි?
මං අද මෙහෙන් කෑම කන්නේ නෑ
ටවුමට යන නිසා එහෙන් කනවා

සම්පත් නිලන්ති

නිලන්ති : සම්පත් අද මෙහෙන් කෑම කන්නේ නැතිලු.
ශිෂ්‍යයා : ඇයි?

නිලන්ති : එයා ටවුමට යන නිසා එහෙන් කනවලු.

3. Practice:

Listening - 10 mins

1. Read out correct/incorrect sentences. Students listen and say හරි or වැරදියි.

   - කමල Party එකට එන්නේ නැතිලු.
   - ඔයා යන්නෙ කොහෙදලු.
   - ඔයා කෑම කන්නෙ නැතිලු.
   - මේ සති අන්තෙ ගුරුවරු ගෙදර යනවලු.
   - Elvis Presly මැරිලා නැතිලු.
   - සම්පත් කියනවා ගුරුල්ලු බදිනවා කියලා.
   - මම යනවලු.

Listening & Speaking - 10 mins

1. Read out some sentences. Students listen and change them into reported speech.

   - අද දොස්තරලා strike.
   - හෙට curfew.
   - PDට අසනීපයි.
   - ටවුමේ කඩ වහලා.
   - ලංකාවට Bill Clinton එනවා. etc....

Speaking - 10 mins

1. Write some possible rumors on strips of paper. Roll them give one set to each pair. Students take the strip and report it.

Ruby is coming tomorrow

Dr. Shiro is not coming this week

Bill Clinton is coming to Sri Lanka

Trainees cannot eat rice for all 3 meals

etc..

4. Application (use): 10 mins

Choose and cut some news articles from the newspaper and distribute them among the students. Ask them to report the headlines in simple Sinhala.

☞ Warning ☞ *If you feel this exercise would be a bit difficult for the students make your own news articles based on Peace Corps events.*

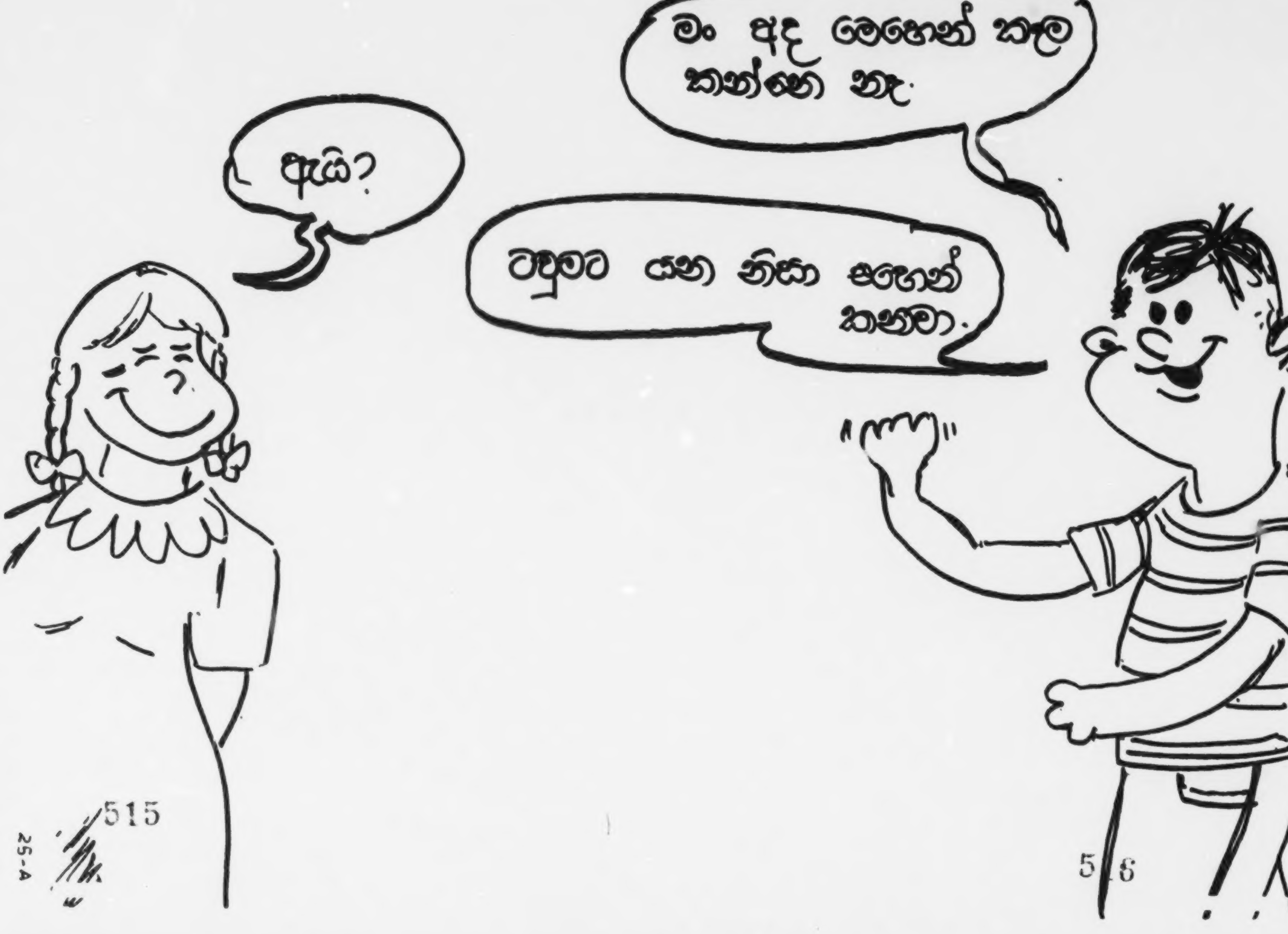
5. Assessment (Task): 10 mins

Send the students to meet some Sri Lankans and ask them questions like the following and report them to the class.

- Whether he/has a girlfriend/boyfriend
- Whether his/her boss is crazy etc.....

6. Contingency Plan:

7. Comments/Self Evaluation


ඇයි?
මං අද මෙහෙන් කෑම කන්නෙ නෑ:
ටවුමට යන නිසා එහෙන් කනවා.

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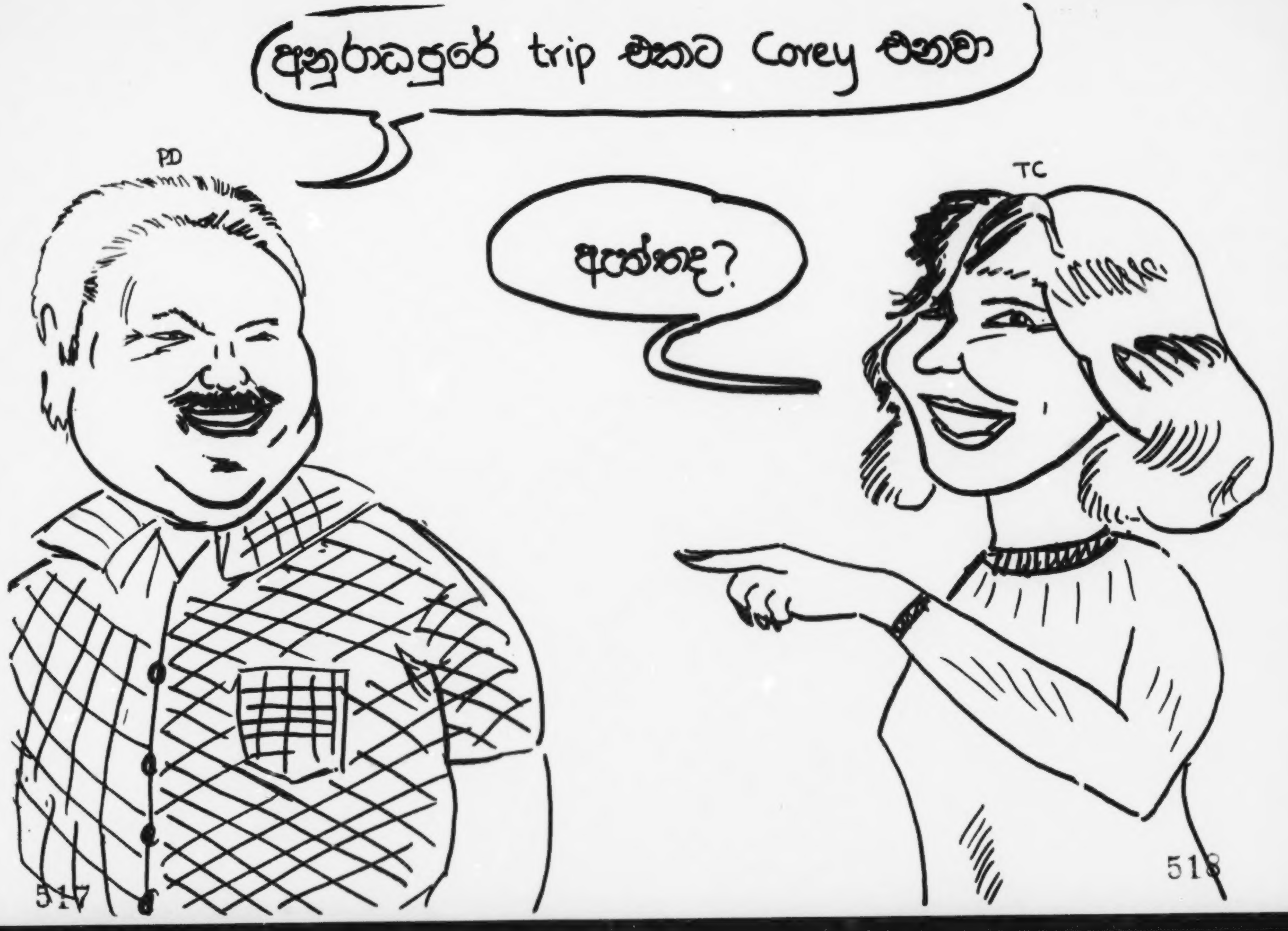
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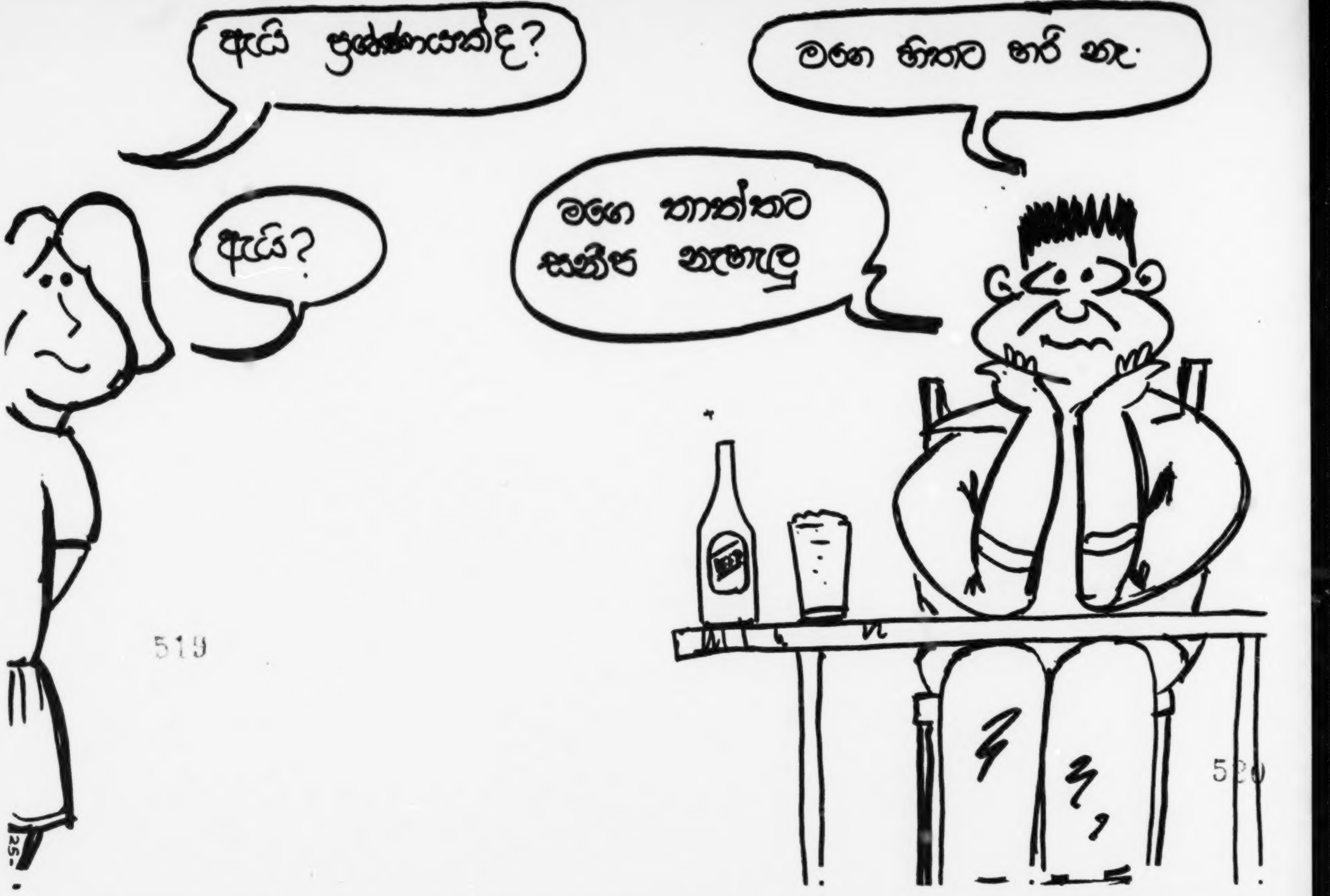
ඇයි ප්‍රශ්නයක්ද?
මගෙ හිතට හරි නෑ
ඇයි?
මගෙ තාත්තට සනීප නැහැලු

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LESSON PLAN III

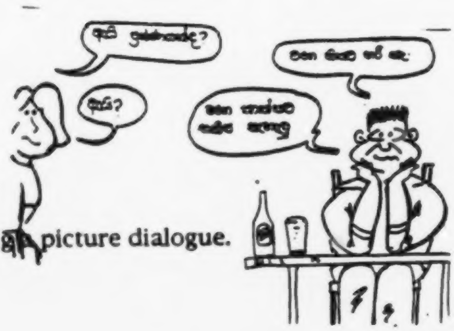
Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	Dialogue
Materials needed	Picture dialogue, role play cards

Procedure

1. **Warm up/Review:**

2. **Presentation:** 5 mins

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - 5 mins

   Read out the dialogue several times with possible substitutions.

   Listening & Speaking - 5 mins

   Take roles and practise the dialogue with the students.

   Speaking - 5 mins

   Students practise the dialogue in pairs with substitutions.

4. **Application (use):** 5 mins

   Change the dialogue into a role play and get the students act out.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

G

Topic VII: Clothing

Competencies		Page
(1)	To select clothing	
	Dialogue I	01-08
(2)	To have an item of clothing made:	
	Dialogue I	09-14

Clothing

Competency : To select clothing

Situation : in a store

Dialogue

Roles: PCT/Teacher		Functions
ජිල් :	සෙරෙප්පු බලන්න පුලුවන්ද? (Can I have a look on these slippers?)	- asking for permission
කඩේ වැඩකරන කෙනෙක් :	එන්න. සයිස් එක කීයද? (Come. What size do you wear?)	- giving permission & inquiring
ජිල් :	පහ (size five)	- giving information
කඩේ වැඩකරන කෙනෙක් :	මොනපාටද? (Which color do you want?)	- asking for information
ජිල් :	කලු හරි දුඹුරු හරි (Black or brown)	- expressing needs

Vocabulary

colors: කලු රතු සුදු නිල් කහ දුඹුරු

Grammar

Question word stem + object + ද?

Phrase: Noun + හරි + Noun + හරි (either/or)

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to describe the items of clothing that the teachers are wearing using colors
Teaching Point	Vocabulary: colors: කළු රතු සුදු නිල් කහ දුඹුරු
Materials needed	Cuisenaire rods, articles of clothing, Grid,

Procedure

1. **Warm up/Review:** **5 mins**

   Review items of clothing

2. **Presentation:** **10 mins**

   Present the vocabulary using Cuisenaire rods or color rounds.

3. **Practice:**

   Listening - **5 mins**

   1. Give sets of rods to students and ask them to show the color you say.

   Listening & Speaking - **10 mins**

   1. Bring in clothing items in different colors. Place them on the table so that everyone can see. Get the students to say the color when you say the name of the clothing item.

      Tr: කමිසය Ss: රතු පාටයි
      Tr: ගවුම Ss: නිල් පාටයි etc..

   Speaking - **20 mins**

   1. Students work in pairs. One student shows the rods and the other says the names using the given set of rods of all colors.

2. Make the following grid on the board.

Student's Name	Clothing needs	Color

Fill in all the students' names in the first column. Ask each student "ඔයාට මොනවද ඕනෑ?". When the student responds , draw in the article of clothing (or attach a picture of that article of clothing) in the second box next to the student's name. Then ask "පාට මොකද්ද?" and using colored pens or attaching a small strip of colored paper, fill in the third column based on the student's response. After completion of the grid, students work in pairs and practice the following dialogue with relevant substituitions.

Student A:	ඔබට ඕනෙ මොකද්ද?
Student B:	ඔබට කලිසමක් ඕනෙ.
Student A:	ඔබට ඕනෙ පාට මොකද්ද?
Student A:	එයාට රතුපාට කලිසමක් ඕනෙ.

4. **Application (use):** 10 mins

Introduce ඇඳගෙන ඉන්නවා

Students work in pairs and describe the items of clothing that everyone in the classroom is wearing.(including the teacher)

e.g. සමන් නිල් පාට කමිසයකුයි කලුපාට කලිසමකුයි ඇඳගෙන ඉන්නවා. etc..

5. **Assessment (Task):** 10 mins

Send the students to find out what the teachers are wearing and ask them to report using the above example.

6. **Contingency Plan:**

Fortune Teller:

Make a spinning board using all the colors. Prepare a set of forcasts for each color. Ask the students to sit in a circle and spin the board one by one. When it stops at a particular color ask them to say it aloud so that you would be able to read the fortune belonging to that color.

7. **Comments/Self Evaluation**

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	**Grammar:** Question word stem + object + ද?
Materials needed	Picture dialogue, listening grid, speaking chart, role play cards

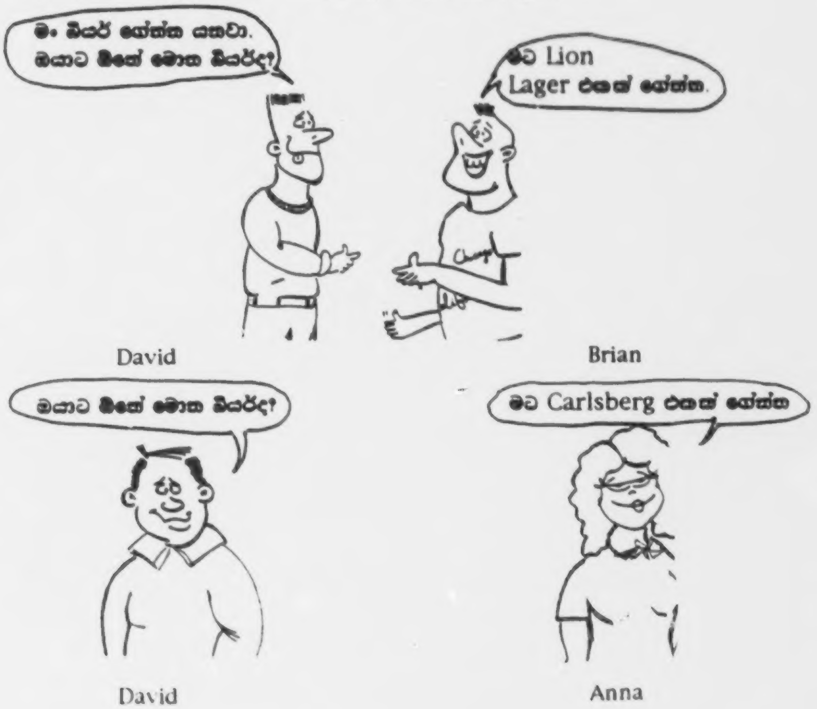
Procedure

1. **Warm up/Review:** **5 mins**

   Review question words.

2. **Presentation:** **10 mins**

   Present the grammar using a picture dialogue.


මං බියර් ගේන්න යනවා.
ඔයාට ඕනේ මොන බියර්ද?
මට Lion Lager එකක් ගේන්න.
David
Brian
ඔයාට ඕනේ මොන බියර්ද?
මට Carlsberg එකක් ගේන්න
David
Anna

3. Practice:

Listening - **10 mins**

1. Make a chart of possible answers to the following Yes/No questions and get the students write the question number in front of the correct answer from the chart.

Question Number	Answer
	රතු පාට කමිසයක්
	ලයන් ලාගර් බියර්
	දුඹුරු පාට සපත්තු
	Italian කෑම
	Intercity බස් එකෙන්

Questions:

1. එයා ගත්තේ මොන පාට සපත්තුද?
2. එයා බිව්වේ මොන බියර්ද?
3. එයා කෑවේ මොන කෑමද?
4. එයා ආවේ මොන බස්එකෙන්ද?
5. එයා ඇඳගෙන හිටියේ මොන පාට කමිසයක්ද?

Listening & Speaking - **10 mins**

1. Change the above activity to a Listening & Speaking by you saying the answers and asking the students to say the question forms.

Tr: රතුපාට කමිසයක් Ss: මොන පාටද? etc..

Speaking - **10 mins**

1. Ask the students to get into pairs and practice the following dialogue using the substitutions given.

Student A: ඔයා ටවුමට ගිහින් (a)ගත්තේ මොනවද?
Student B: (b)ගවුමක්
Student A: මොන (b)පාට ගවුමක් ද?
Student : (c)නිල් පාට (b)ගවුමක්.

a	b	c
බිව්වේ	බියර්	Lion Lager
කෑවේ	කෑම	Chinese
ගත්තේ	සපත්තු	Leather
බැලුවේ	film එකක්	හින්දි

4. Application (use):

15 mins

4. **Application (use):** **15 mins**

Role Play:

Roles: PCT/Host family members

Situation: 🏠 At the host family

Purpose: PCT has decided to give gifts to everyone at the host family. He/She asks everyone at the host family what they want and what color and/or what kind that they want. Host family members respond.

5. **Assessment (Task):**

6. **Contingency Plan:**

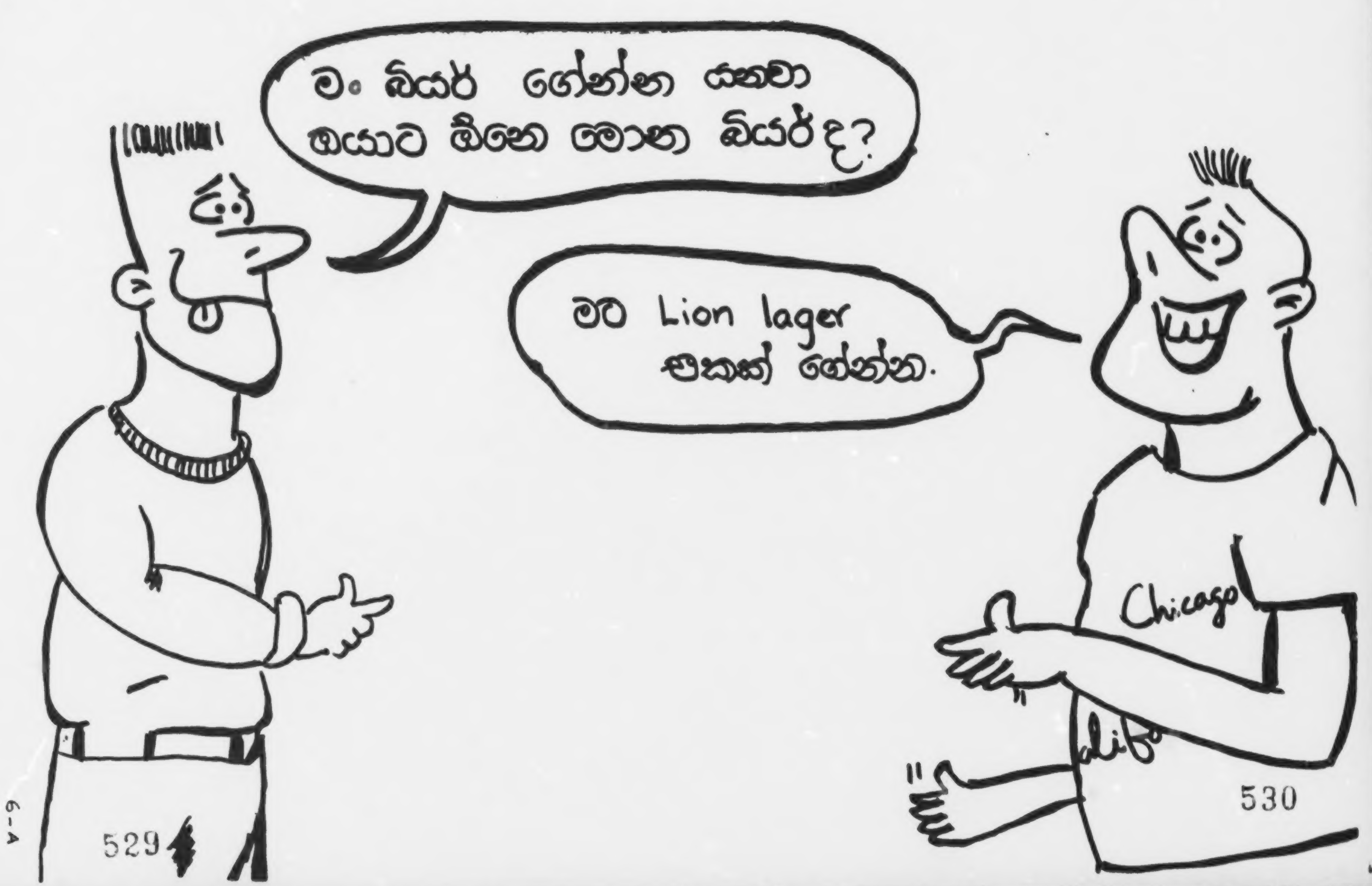
7. **Comments/Self Evaluation**

GRAMMAR NOTE

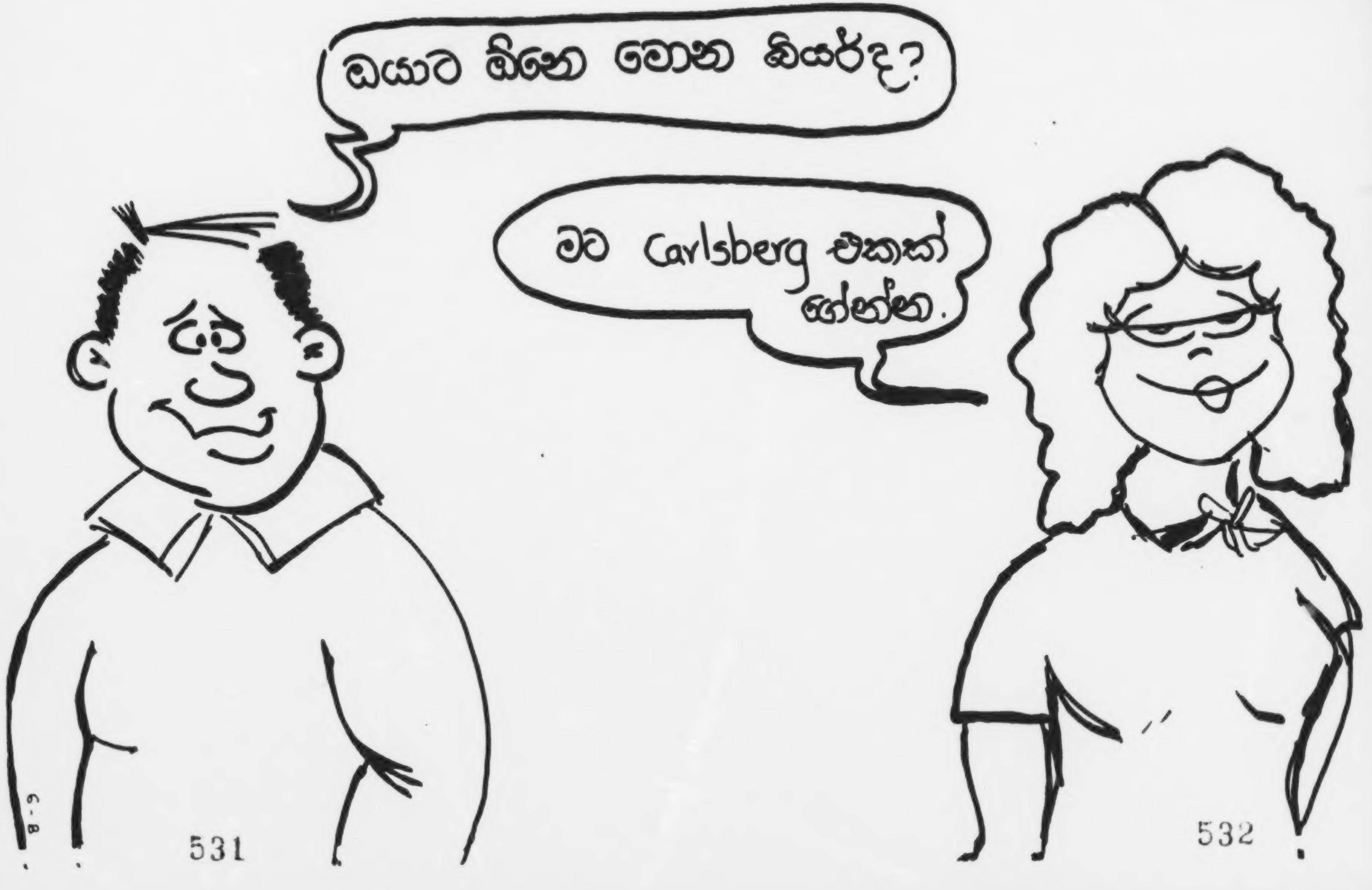
Question Word Stem + Noun:

When the Question word Stem -මොන is used in front of the Noun it expresses the meaning 'Which + Noun' in English.

ඔයාට ඕනේ මොන බියර්ද?	What/Which beer do you want?
ඔයා යන්නේ මොන බස් එකේද?	Which bus are you taking?



මං බියර් ගේන්න යනවා
ඔයාට ඕනෙ මොන බියර් ද?
මට Lion lager
එකක් ගේන්න.
Chicago
6-A
529
530


ඔයාට ඕනෙ මොන බියර්ද?
මට Carlsberg එකක් ගේන්න.

531

532

LESSON PLAN IV

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play exercise
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, paper strips, role play cards

Procedure

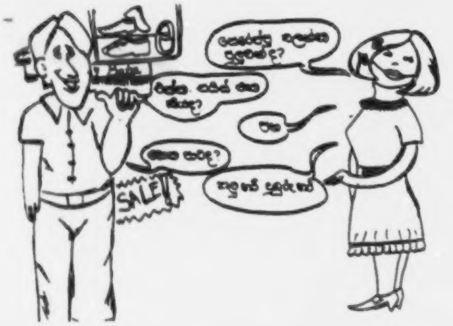
1. **Warm up/Review:** **5 mins**

   Review all relevant vocabulary and grammar structures.

2. **Presentation:** **10 mins**

   Cut up the dialogue into strips and give one strip to each student. Ask the students read and stand in the logical order of the dialogue.

   Present the dialogue using a picture.



3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue several times using possible substitutions. Students listen and identify the used substitutions.

   Listening & Speaking - **5 mins**

   Take roles and practice the dilaogue with the students.

   Speaking - **10 mins**

   Students practice the dialogue in pairs using the substitutions.

Topic: Clothing

4. Application (use): **15 mins**

Role Play:

Roles: PCT/Salesman

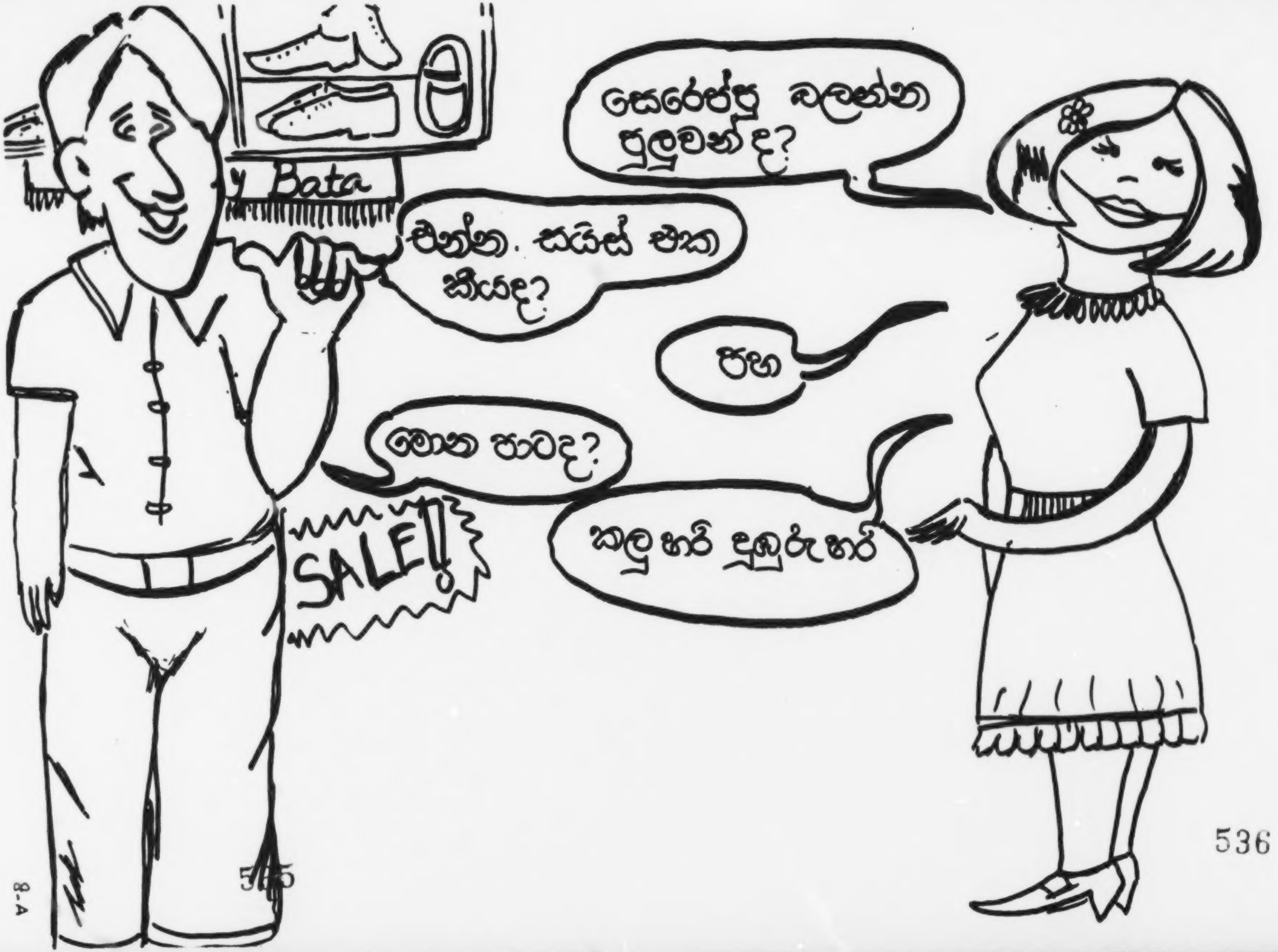
Situation: At the shop

Purpose: PCT wants to buy a new shirt and pair of trousers/a blouse material and a saree. He/She goes to a shop inquires and looks at some but refuses saying the colors are not good. He/She goes to another shop where he /she finds the right ones. He/She asks prices, bargains, and buys the items of clothing.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


Bata
සෙරෙප්පු බලන්න පුලුවන් ද?
එන්න. සයිස් එක කීයද?
පහ
මොන පාටද?
කලු හරි දුඹුරු හරි
SALE!!
8-A
535

Clothing

Competency : **To have an item of clothing made**

Situation : in a store

Dialogue

Roles: PCT/Dressmaker, Tailor	Functions
පීල් : **මට ගවුමක් මහගන්න ඕනෙ. පුළුවන්ද?** (I want to have a dress made. Can you do it?)	- inquiring
ඇඳුම් මහන එක්කෙනා : **කවද විතර ගන්නද?** (When do you need it?)	- giving permission & inquiring
පීල් : **දවස් තුනකින් විතර.** (By about three days)	- giving information
ඇඳුම් මහන එක්කෙනා : **සුමානෙකින් ගත්තොත් මදිද?** (Is it too long to get it after week?)	- suggesting
පීල් : **කමක් නෑ.** (o.k.)	- agreeing

Grammar

S(Dative) + Verb (infinitive) + **ඕනෙ**

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective	At the end of the lesson the students will be able to use the grammar tc find out what SL staff want to do on poya day.
Teaching Point	**Grammar:** S(Dative)+Verb(infinitive)+ ඕනෙ
Materials needed	Picture dialogues, paper strips, MCQ charts, role play cards

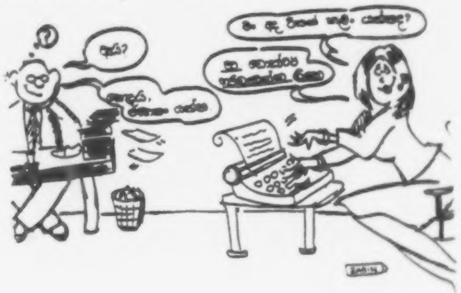
Procedure

1. **Warm up/Review:** **5 mins**

   Review infinitive form of the verb and Noun genitve case.

2. **Presentation:** **15 mins**

   Present the concept using a picture dialogue.



   Present more examples which would illustrate the meaning of the grammar point. Elicit the rule and meaning from the students.

3. **Practice:**

   Listening - **15 mins**

   1. බිල්ට අසනීපයි. එයාට
      - a. කන්න ඕනෙ
      - b. අරක්කු බොන්න ඕනෙ
      - c. බෙහෙත් බොන්න ඕනෙ

Topic: Clothing

2. මාල්ට මහන්සියි. එයාට
   a. කන්න ඕනෙ
   b. තේ බොන්න ඕනෙ
   c. නිදාගන්න ඕනෙ

3. කාමිල්ට සන්තෝසයි. එයාට
   a. නටන්න ඕනෙ
   b. නිදාගන්න ඕනෙ
   c. දුවන්න ඕනෙ

4. මට පැනක් දෙනවද? ඇයි? මට
   a. කන්න ඕනෙ
   b. ලියුමක් ලියන්න ඕනෙ
   c. පත්තරයක් බලන්න ඕනෙ

Listening & Speaking - 10 mins

1. Students listen to the description and suggest course of action using the structure.

- ඔයාට අසනීපයි. ඔයාට කරන්න ඕනෙ මොනවද?
- ඔයාට ගොඩක් සන්තෝසයි. ඔයාට කරන්න ඕනෙ මොනවද?
- ඔයාට ගොඩක් බඩගිනියි. ඔයාට කන්න ඕනෙ මොනවද?
- ඔයාට ගොඩක් තිබහයි. ඔයාට බොන්න ඕනෙ මොනවද?
- ඔයාට ගොඩක් තරහයි. ඔයාට කරන්න ඕනෙ මොනවද?

Speaking - 10 mins

1. Write some clues on paper strips and make sets. Give one set to each pair and ask students prastise speaking.

Clues:
- what do you want to play?
- what do you want to watch on TV?
- where do you want to go for vacation
- where do you want to live in Sri Lanka?
- where do you want to live in the U.S.?
- who do you want to meet in Hollywood?
- what do you want to eat in Mcdonalds?

4. Application (use): 10 mins

Role Play:

Roles: PCT/Host Sister
Situation: At the host family
Purpose: PCT wants to know what her would want to do on her birthday. Host sister responds.

5. Assessment (Task): **10 mins**

Send the students to find out what the Sri Lankan staff would do on Poya days.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

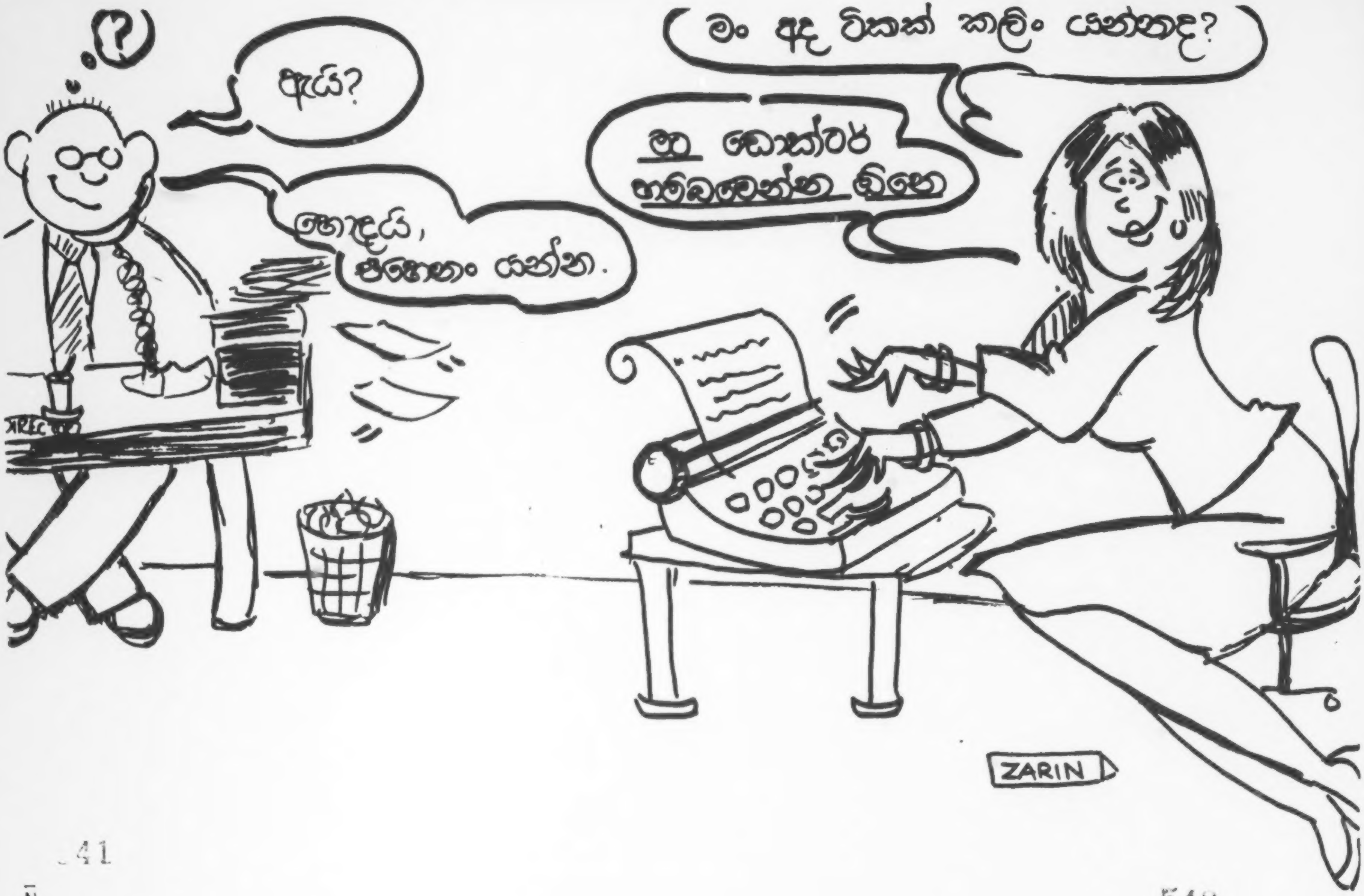
Verb Infinitive + ඕනේ :

ඕනේ canbe used with a dependent Verb. Here, the verb would take the Infinitive form and it expresses the meaning 'want to + Verb'.

මට කොළඹට යන්න ඕනේ — I want to go to Colombo.

These sentences negated using ඕනේ නෑ.

මට මෙහේ ඉන්න ඕනේ නෑ — I don't want to be here.


මං අද ටිකක් කලිං යන්නද?
?
ඇයි?
මට ඩොක්ටර් හම්බවෙන්න ඕනෙ
හොඳයි, එහෙනං යන්න.
ZARIN

41

12-A

LESSON PLAN II

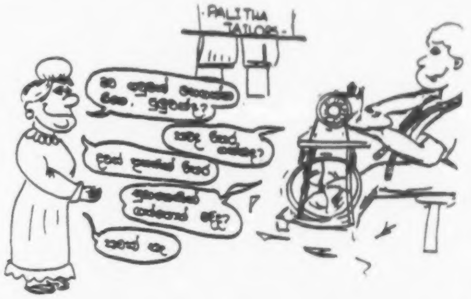
Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review items of clothing, and all other relevant vocabulary.

2. **Presentation:** **5 mins**



   Present the dialogue using a picture depicting a tailor shop.

3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue with substitutions and ask the students to find out the substituted words.

   Listening & Speaking - **5 mins**

   Take roles and practice the dialogue using relevant substitutions.

   Speaking - **10 mins**

   Students take roles and practice the dialogue using the substitutions that they learnt from the previous exercise.

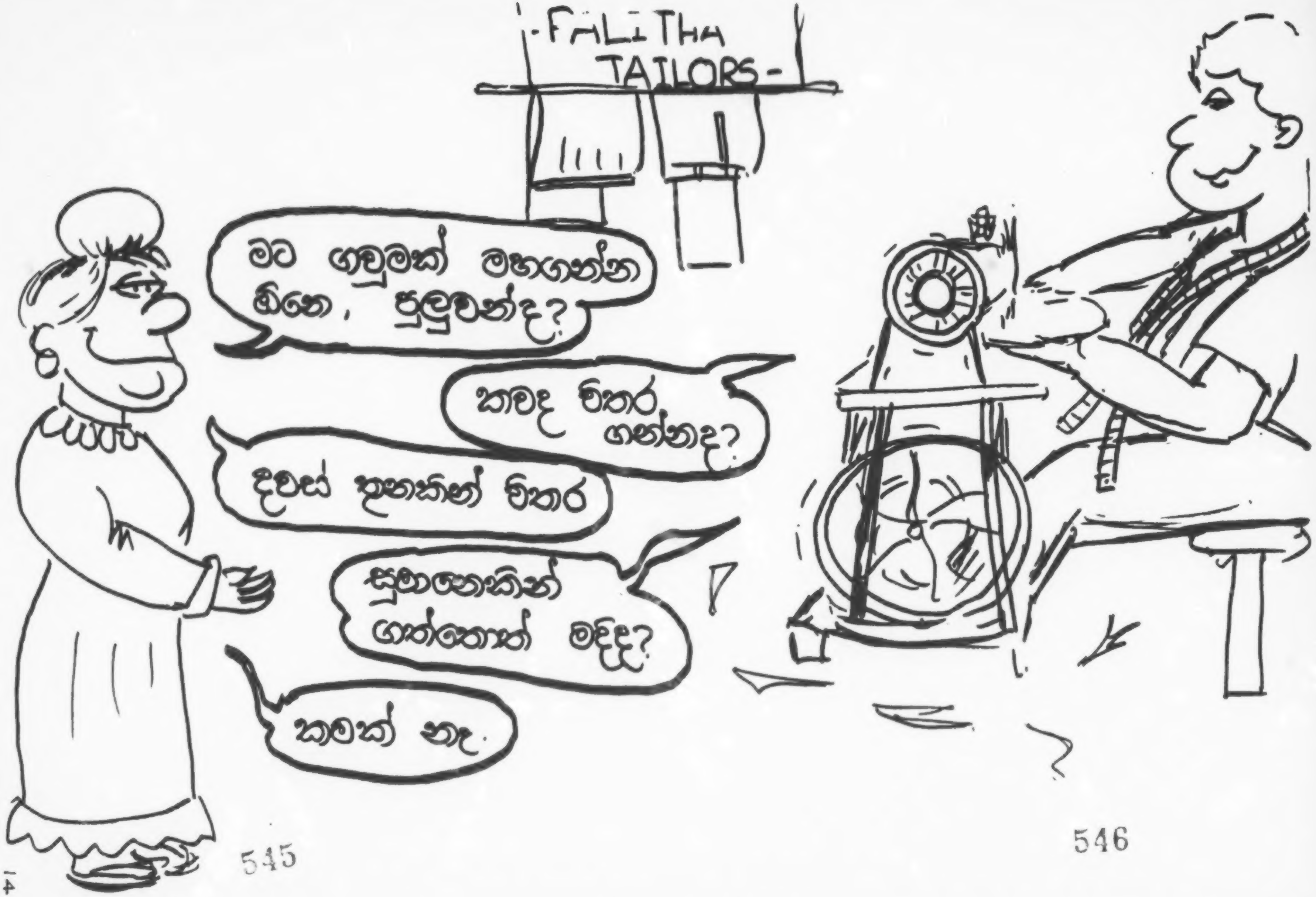
4. Application (use): **10 mins**

Role Play:
Roles: PCT/Tailor
Situation: At a tailor's shop
Purpose: PCT wants a item of clothing made. He/She goes to the tailor's shop and inquires details on how much cloth is needed, the charge, and when it would be finished etc. The tailor responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


-FALITHA TAILORS-
මට ගවුමක් මහගන්න ඕනෙ, පුලුවන්ද?
කවද විතර ගන්නද?
දවස් තුනකින් විතර
සුමානෙකින් ගත්තොත් මදිද?
කමක් නෑ.

545

546

14-A

H

Topic VIII: Shopping

Competencies		Page
(1) To ask for availability:		
	Dialogue I	01-08
(2) To bargain:		
	Dialogue I	09-14

Shopping

Competency : To ask for availability

Situation : In a store/kaDee

Dialogue

Roles: PCT/Salesman	Functions
පීසී : සන්ලයිට් සබන් තියෙනවද?	- asking for availability
මුදලාලි : සබන් නෑ. රින්සෝ තියෙනවා. දෙන්නද?	- giving information & inquiring needs
පීසී : රින්සෝ එපා.	- expressing needs

Vocabulary

සබන්
ගිනිපෙට්ටි
ඉටිපන්දං
සීනි
කිරිපිටි
තේ කොළ
හකුරු

Grammar

N + තියෙනවා
N + නෑ
N + තියෙනවද?

LESSON PLAN I

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items in a given role play.
Teaching Point	**Vocabulary:** සබං සීනි හකුරු තේ කොළ කිරිපිටි ඉටිපන්දං ගිනිපෙට්ටි
Materials needed	Realia, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Explain the cultural norms of shopping in Sri Lanka.

2. **Presentation:** **10 mins**

   Present the vocabulary items using realia.

3. **Practice:**

   Listening - **10 mins**

   1. Check understanding by asking the students to come forward one by one and point to the items when you say the names
   2. Distribute the items among the students and ask them to give the correct item when you request saying මට .... දෙන්න.

   Listening & Speaking - **5 mins**

   1. Give a clue and get the students to say the vocabulary item.

   Tr: රෙදි සෝදනවා — Ss: සබං
   Tr: රෑ — Ss: ....
   Tr: සිගරට් — Ss: ....
   Tr: තේ — Ss: .... etc..

   Speaking - **10 mins**

   1. Get the students to practise the vocabulary using the following dialogue format.

   PCT: මට (a).............දෙන්න.

Shop Keeper: මෙන්න.
Use the following phrases for blank (a)

- තේ කොළ 500ක්
- සීනි කිලෝ එකක්
- ලක්ස්ප්‍රේ පැකට් එකක්
- ඉටිපන්දම් දෙකක්
- කෝපි පැකට් එකක්
- හකුරු බැගක් (500ක්)
- ඇන්කර් පැකට් එකක් etc..

4. **Application (use):** **15 mins**

Role Play:

Roles: PCT/Host mother
Situation: At the host family
Purpose: PCT is preparing to go to town. Host mother asks whether she could buy the following items from the town. PCT agrees to buy them asking the quantity of each item. (කොච්චරද. කීයද).

- sugar	2 kgs
- tea	250 grams
- candles	5
- Lakspray	2 packets
- matches	2 boxes
- soap	1 Sunlight, 1 Lux

5. **Assessment (Task):**

Ask the students to find out the names of some other provisions and how they are sold.

e.g. salt	in packets
coconut oil	bottle, kgs

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar sturcture to find out the availability of some facilities in the town they now live in.
Teaching Point	**Grammar:** N + තියෙනවා/නෑ N + තියෙනවද?
Materials needed	Pictures, model dialogue sheets

Procedure

1. **Warm up/Review:** **5 mins**

   Review the structure තියෙනවද. ඉන්නවද in expressing possesions.

2. **Presentation:** **10 mins**

   Present the structure using two pictures and constructing affirmative, negative statments and Yes/No questions. e.g. සමන්තගේ කාමරේ ටී.වී.එකක් තියෙනවා. සමන්තගේ කාමරේ පොත් නෑ. ගිරිකාගේ කාමරේ beer තියෙනවා etc..

Picture showing a room

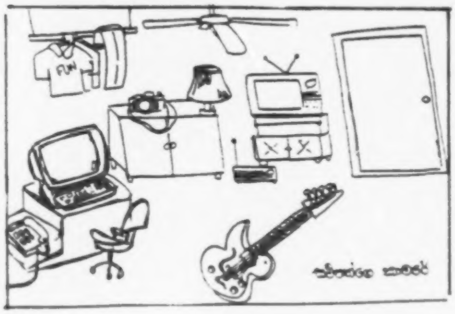
- a TV
- a camera
- a telephone
- a fan
- a radio
- clothes
- a computer etc

සමන්තගේ කාමරේ

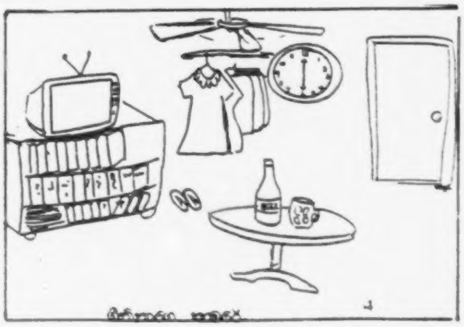
Picture showing another person's room

- a TV
- a fan
- clothes
- lot of books
- a wall clock
- beer etc.

ගිරිකාගේ කාමරේ



Topic Shopping



3. Practice:

Listening - 5 mins

1. Ask yes/no questions like the following. Students respond.

- සමීරගේ කාමරේ ටී.වී.එකක් තියෙනවද?
- සමීරගේ කාමරේ fan එකක් තියෙනවද?
- සමීරගේ කාමරේ සෝප් තියෙනවද?
- ගිහානගේ කාමරේ beer තියෙනවද?
- ගිහානගේ කාමරේ computer එකක් තියෙනවද? etc.

Listening & Speaking - 10 mins

1. Show one of the pictures and say first part of the sentence and the students complete the sentence using තියෙනවා/නෑ.

Tr: සමීරගේ කාමරේ ටී.වී.එකක් Ss: තියෙනවා
Tr: සමීරගේ කාමරේ beer Ss: නෑ
Tr: සමීරගේ කාමරේ fan එකක් Ss: .... etc..

Speaking - 15 mins

1. Ask the students to practise the following dialogue using substitutions.

Student A: නුවර (a) (පුස්තකාලයක්)තියෙනවද?

Student B: ඔව්. තියෙනවා

Student A: තියෙන්නේ කොහෙද?

Student B: (b) මාකට් එක ළඟ

(a)	(b)
Park එකක් ස්ටේඩියමක්	වැව ළඟ තැපැල් කන්තෝරුව ඉස්සරහ
Disco එකක්	නෑ etc.

4. Application (use):

10 mins

Students talk about the availability of the following facilities in their home town. (If the students have seen their sites at this point, get them to talk about them).

- whether there is a railway station
- whether there are mosquitoes
- whether there is a disco etc

5. Assessment (Task): **10 mins**

Send the students to talk to the Sri Lankans and find out whether there is a disco and a sauna in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

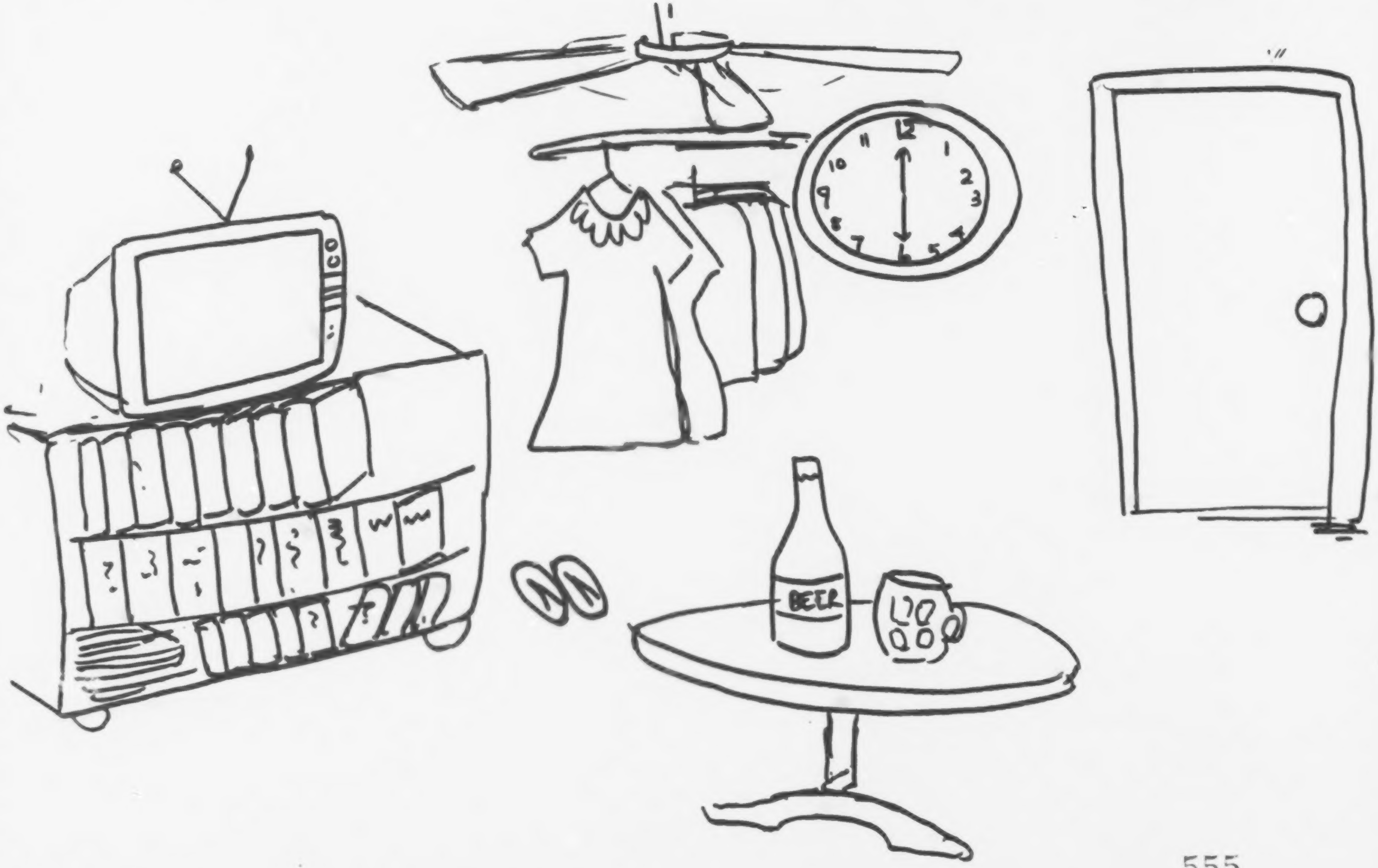
Irregular Verb -තියෙනවා :

When subject of තියෙනවා is a Noun in its Indefinite form the meaning is 'there is' or 'there are'.

සබන් තියෙනවා	There is soap.
ඉංග්‍රීසි පොත් තියෙනවද?	Are there/Have you got any English books?

The negative of තියෙනවා is නෑ.

රින්සෝ නෑ	There is no Rinso.


12
1
2
3
4
5
6
7
8
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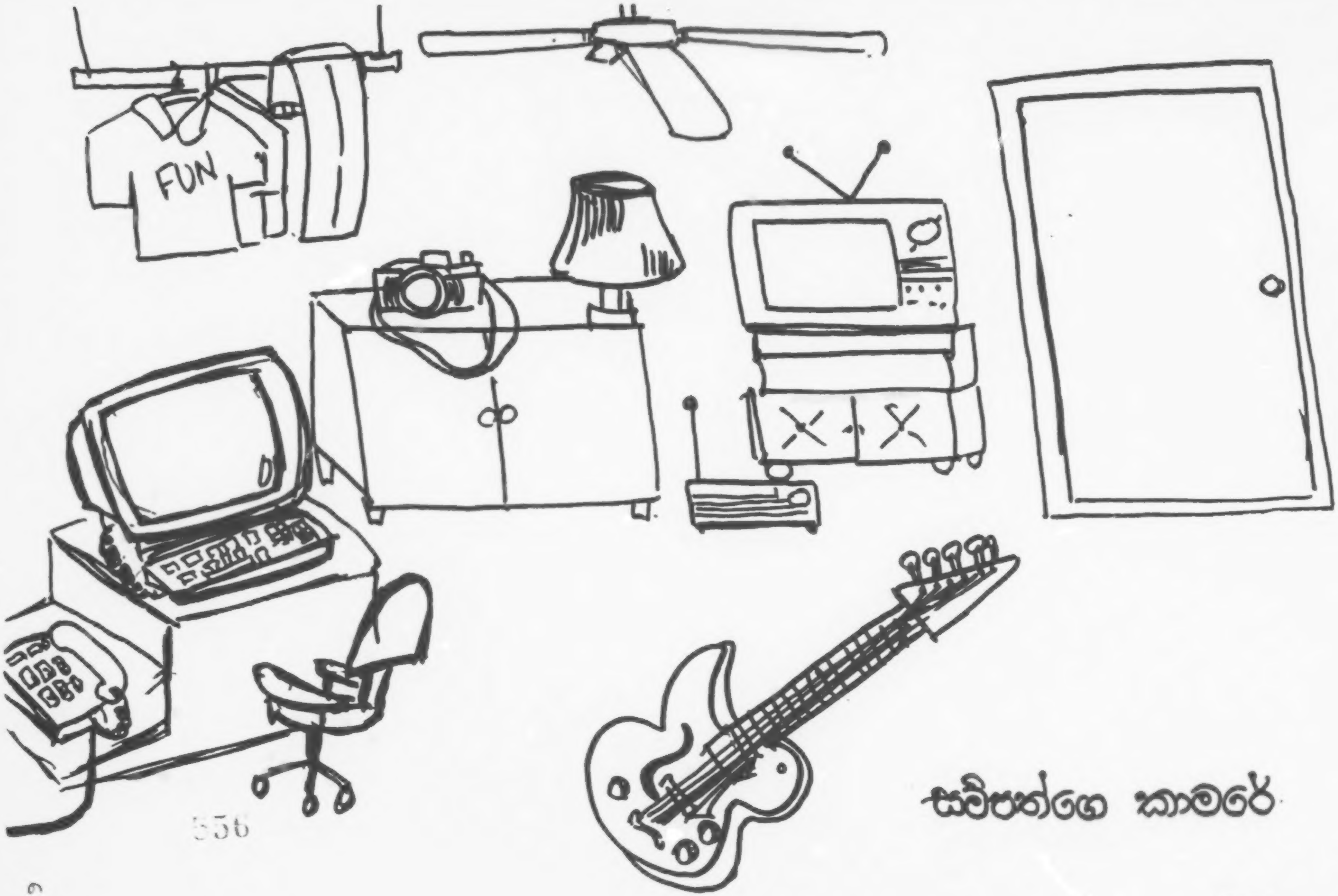
10
11
BEER

6-A

ගීතිකාගෙ කාමරේ.



සම්පත්ගෙ කාමරේ

LESSON PLAN III

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue format to find out availability of some given items
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

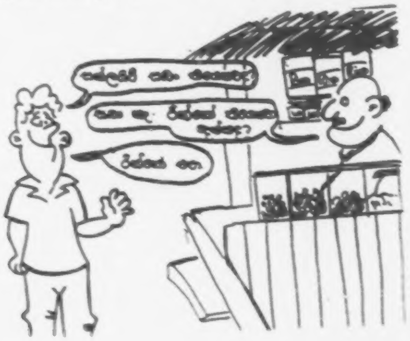
Procedure

1. **Warm up/Review:** **5 mins**

   Review all necessary grammar and vocabulary.

2. **Presentation:** **5 mins**

   Introduce the dialogue using a picture depicting a scene of a shop.



3. **Practice:**

   Listening - **5 mins**

   1. Read out the dialogue substituting new vocabulary. Ask the students to listen and note down the new words used.

   Listening & Speaking - **5 mins**

   1. Take roles and practise the dialogue with the students. (use the vocabulary items learned in the previous lesson).

   Speaking - **5 mins**

   1. Students practise the dialogue in pairs. Ask them to use new vocabulary items.

4. Application (use): **10 mins**

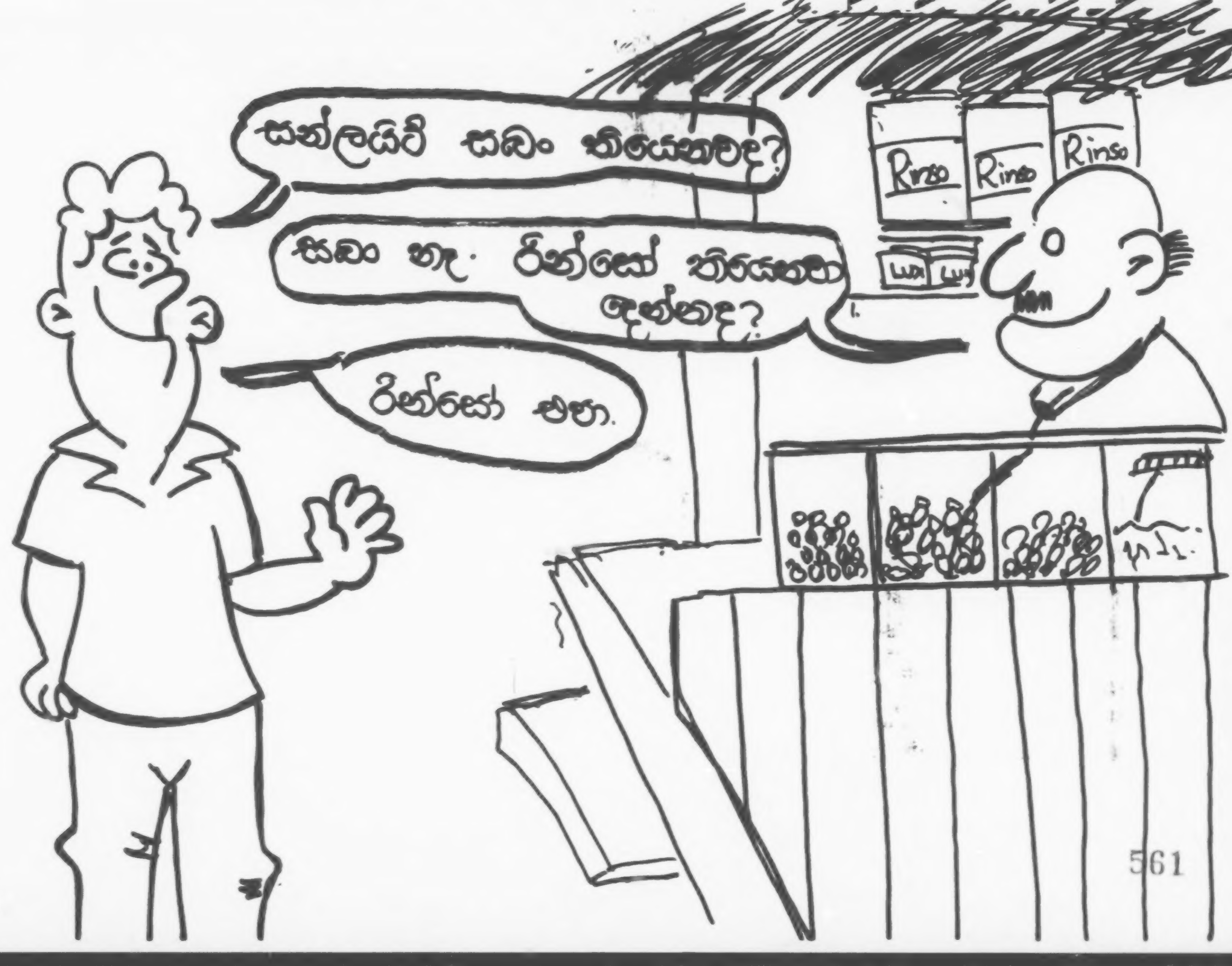
Role Play:
Roles: PCT/Shopkeeper
Situation: At the shop
Purpose: PCT wants find out the availability of some grocery items and provisions. Shopkeeper responds accordingly.

5. Assessment (Task): **15 mins**

Give a list of items and send the students to a near by shop and ask them find out the availability of those items.

6. Contingency Plan:

7. Comments/Self Evaluation


සන්ලයිට් සබං තියෙනවද?
සබං නැ. රින්සෝ තියෙනවා දෙන්නද?
රින්සෝ එපා.
Rinso
Rinso
Rinso
Lux
Lux

8-A

560

561

Shopping

Competency : **To bargain**
Situation : At a road-side stall

Dialogue

Roles: PCT/Vendor	Functions
ජිම් : මේ පැපොල් ගෙඩිය කීයද?	- inquiring
මුදලාලි : අටක් දෙන්න.	- giving information
ජිම් : අනේ ගණන් වැඩියි. අඩු කරන්න. අනිත් එක ඉදිලාත් නෑ.	- bargaining
මුදලාලි : හතයි පනහක් දෙන්න.	- responding

Vocabulary

පැපොල්	ගෙඩිය	ඉදිලා
අඹ	කැල්ලක්	පැහිලා
අන්නාසි	බෑයක්	අමුයි
දෙළුම්	ලෙල්ල	නරක්වෙලා
පේර		

Phrases

ගණන් වැඩියි
අඩු කරන්න

Discourse Markers

අනිත් එක

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the the lesson the students will be able to use the new words in a given role play
Teaching Point	**Vocabulary:** පැපොල් අඹ අන්නාසි දොඩම් පේර ගෙඩිය කෑල්ලක් බාගයක් ලෙල්ල ඉදිලා පැහිලා අමුයි නරක්වෙලා
Materials needed	Realia, listening grids, role play cards

Procedure

1. **Warm up/Review:**

   Review the previous lesson.

2. **Presentation:** **15 mins**

   Introduce the vocabulary පැපොල් අඹ අන්නාසි දොඩම් පේර using realia.

   Introduce ගෙඩිය කෑල්ලක් බාගයක් ලෙල්ල by cutting and peeling the papaya and the banana.

   Introduce ඉදිලා. පැහිලා. අමුයි. නරක්වෙලා using fruits.

3. **Practice:**

   Listening - **20 mins**

   1. Place the fruits on a table and ask the students give you the correct item when you ask for it.
   2. Show them the fruit and say right/wrong names. Get the students to say හරි/වැරදියි.
   3. Ask the students to listen to the passage and fill in the blanks by writing numbers and condition.

පාලිත ඊයේ කඩේ ගිහිල්ලා පලතුරු ගත්තා. එයා පැපොල් ගෙඩි දෙකකුයි අඹ ගෙඩි පහකුයි දොඩම් ගෙඩියකුයි අන්නාසි ගෙඩියකුයි ගත්තා නමුත් පේර අමු නිසා එයා ගත්තේ නෑ. අඹවලින් ගෙඩි තුනක් ඉදිලා දෙකක් අමුයි. අන්නාසි ගෙඩිය නරක්වෙලා. දොඩම් ගෙඩිය ඉදිලා නෑ නමුත් පැහිලා.

Name of the fruit	Number bought	Condition

Listening & Speaking - **10 mins**

1. Get the students to answer questions like the following based on the passage.

- පාලිත අඹගෙඩි කීයක් ගත්තද?
- එයා අන්නාසි ගෙඩි කීයක් ගත්තද?
- අන්නාසි ගෙඩිය කොහොමද?
- පැපොල් ගෙඩිය කොහොමද?
- නරක්වුනේ මොනවද? etc..

Speaking - **10 mins**

1. Student come forward one by one and describe the fruits according to the model.

-මේක අඹ ගෙඩියක්. මේක ඉදිලා.
-මේක අන්නාසි ගෙඩියක්. මේක ඉදිලා නෑ නමුත් පැහිලා. etc..

4. Application (use): **15 mins**

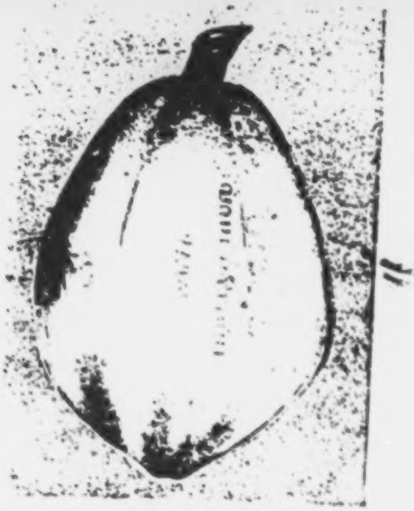
Role Play:
Roles: PCT/Vendor
Situation: At a roadside stall
Purpose: PCT is trying buy some fruits He/She chooses and comments on the fruits that the vendor has by saying:
මේ අඹ පැහිලද?. මේක එපා වෙන එකක් දෙන්න etc.

5. Assessment (Task):

Ask the students use the new phrases when buying fruits.

6. Contingency Plan:

7. Comments/Self Evaluation



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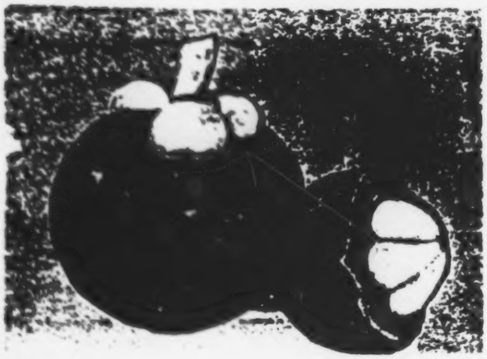

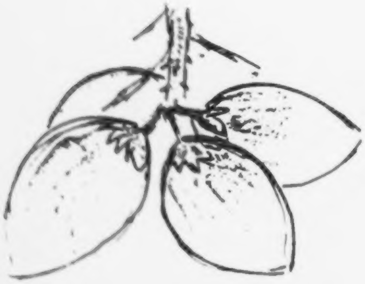

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LESSON PLAN II

Estimated Time	55 minutes
Objective	At the end of the lesson the students will be able to use the dialogue to bargain and buy fruits at the market
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, listening grids, role play cards

Procedure

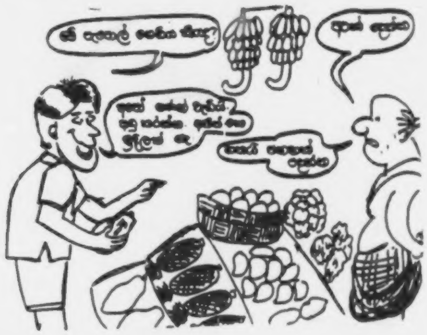
1. **Warm up/Review:** **5 mins**

   Review necessary vocabulary and grammar.

2. **Presentation:** **10 mins**

   Introduce ගණං වැඩියි and අඩුකරන්න using the context of the dialogue.

   Introduce the dialogue using a picture of a roadside stall with the vendor.



3. **Practice:**

   Listening - **10 mins**

   1. Put up a price list on the board. Students listen to the dialogue with substitutions and mark whether the prices of the fruits are too much or not too much.

Item	Price
අඹ	4.00
අන්නාසි	18.00
පැපොල්	20.00
දොඩම්	17.00
පේර	2.00

නම	ගණං වැඩියි	ගණං වැඩි නෑ
අඹ		
අන්නාසි		
පැපොල්		
දොඩම්		
පේර		

Listening & Speaking - **10 mins**

1. Use the same price list and say prices. Students comment.

Tr: අන්නාසි ගෙඩියක් රුපියල් 40යි
Ss: අපොයි..ගණං වැඩියි.
Tr: අඹ ගෙඩියක් රුපියල් 3යි
Ss: හොඳයි දෙන්න.

Speaking - **10 mins**

1. Student take roles and practise the dialogue using the price list.

4. Application (use): **10 mins**

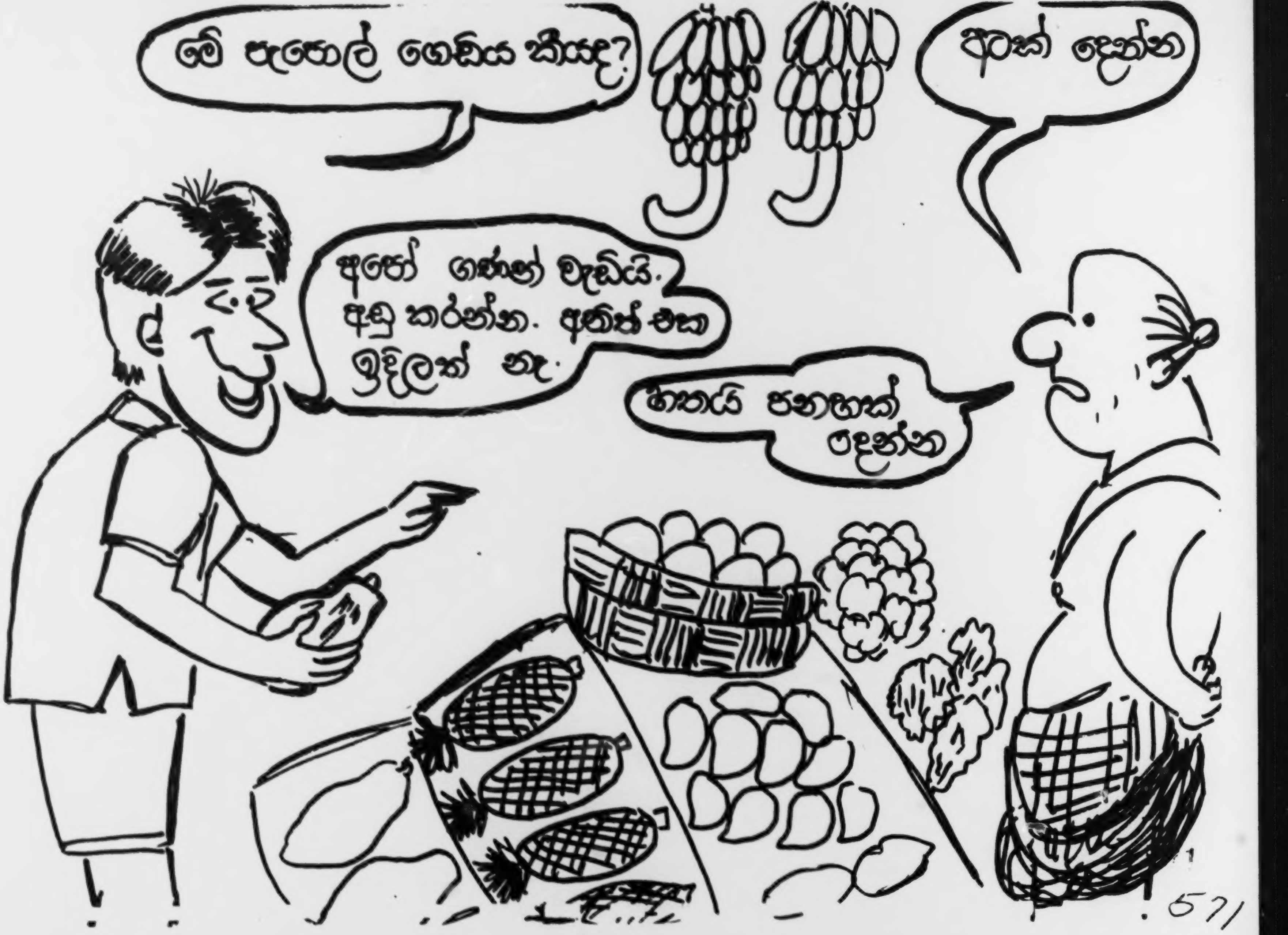
Design a role play on this and administer.

5. Assessment (Task):

Send the students to the town with a list of items to buy. Ask them to bargain when buying.

6. Contingency Plan:

7. Comments/Self Evaluation


මේ පැපොල් ගෙඩිය කීයද?
අටක් දෙන්න
අපෝ ගණන් වැඩියි. අඩු කරන්න. අනිත් එක ඉදිලත් නැ.
හතයි පනහක් දෙන්න

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14-A

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Topic IX: Directions

Competencies		Page
(1)	To ask for and give location of buildings:	
	Dialogue I	01-08
(2)	To ask for and give directions:	
	Dialogue I	09-14

Directions

Competency : To ask for and give locations of buildings

Situation : On the street

Dialogue

Roles: PCT/Passerby		Functions
ජිම	: මේ .... තැපැල් කන්තෝරුව තියෙන්නේ කොහෙද?	- asking locations
පාරේ යන කෙනෙක්	: බැංකුව ඉස්සරහ.	- giving information
ජිම	: බොහොම ස්තුතියි.	- expressing gratitude

Vocabulary

බැංකුව
තැපැල් කන්තෝරුව
ඉස්කෝලේ
පල්ලිය
පන්සල
පුස්තකාලේ
ස්ටේෂම
සෙල්ලං පිට්ටනිය
සමූපකාරේ

ඉස්සරහ
පිටිපස්සේ
ලඟ
මැද
අයිනේ
අතර
කොණේ

Grammar

Noun+ post position

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out whether the learnt buildings and locations are there in the town
Teaching Point	**Vocabulary:** බැංකුව තැපැල් කන්තෝරුව ඉස්කෝලේ පල්ලිය පන්සල පුස්තකාලේ ස්ටේඩියම සෙල්ලං පිට්ටනිය සමූපකාරේ
Materials needed	Models of buildings, pictures of buildings and locations, information chart

Procedure

1. **Warm up/Review:** **5 mins**

   Review nouns - singular and plural.

2. **Presentation:** **10 mins**

   Present the vocabulary items using model buildings.

3. **Practice:**

   Listening - **20 mins**

   1. Show a model and say right/wrong names. Students say හරි/වැරදියි.
   2. Say two or three buildings at a stretch. Students arrange the models accordingly. Do this activity individually.
   3. Read out the following sentences in a moderate speed. Distribute the models among the students. Get them to show you correct one when they hear the word.

      - ගිය ඉරිද මාජුයි, ඉවැටුයි පල්ලියට ගියා.
      - ප්‍රේමසිරි හෙට බැංකුවට ගිහිල්ලා සල්ලි ගන්නවා.
      - Traineesලා පෙරේදා පිට්ටනියේ සෙල්ලං කෙරුවා.
      - සම්පත් එන අවුරුද්දේ විශ්ව විද්‍යාලේ යනවා.
      - විමට අසනීප නිසා එයා ඉස්පිරිතාලෙට ගියා.
      - ඔයාලා aerogrammes ගන්න තැපැල් කන්තෝරුවට යනවා.
      - පෝය දවසට අපි පන්සල් යනවා.

- ගිය 24වෙනිද සම්පත් curfew passes ගන්න පොලිසියට ගියා.
- අපි සමූපකාරෙන් පරිප්පු ගන්නවා.
- ඊයේ නිවාඩු නිසා අපි ඉස්කෝලේ ගියේ නෑ.
- රත්නායක නෝනා පුස්තකාලේ වැඩ කරනවා.
- ආරි ස්ටේෂමට ගිහිල්ලා intercity train එකට ටිකට් එකක් ගත්තා.

Listening & Speaking - **20 mins**

1. Say a related sentence and students identify the building.

Tr: මට මුද්දර ඕනේ.
Ss: එහෙනං තැපැල් කන්තෝරුවට යන්න.
Tr: මට ඉගෙනගන්න ඕනේ
Ss: එහෙනං ඉස්කෝලෙට යන්න.

2. Put the following chart on the board. Ask questions based on it. Students answer appropriately.

Places where Tom went last week	
Sunday	Church
Monday	Bank
Tuesday	University
Wednesday	Post Office
Thursday	Cooperative Shop
Friday	Library
Saturday	Play Ground

- ඉරිදා ටොම් ගියේ කොහෙද?
- සඳුදා එයා තැපැල් කන්තෝරුවට ගියාද? එහෙනං. ගියේ කොහෙද? etc..

Speaking - **10 mins**

1. Draw the buildings on a A4 size paper and cut them to make individual pictures. Make sets so that one pair receives one set. Students work in pairs.
Student A picks up two buildings and reads the names aloud.
Student B makes a sentence using past participles.

Student A: බැංකුව. ගෙදර
Student B: මං බැංකුවට ගිහිල්ලා ගෙදර ගියා.

4. Application (use): **15 mins**

Students draw a simple map of their village and mark available buildings on it. Then they work in pairs and ask and answer questions like the following.

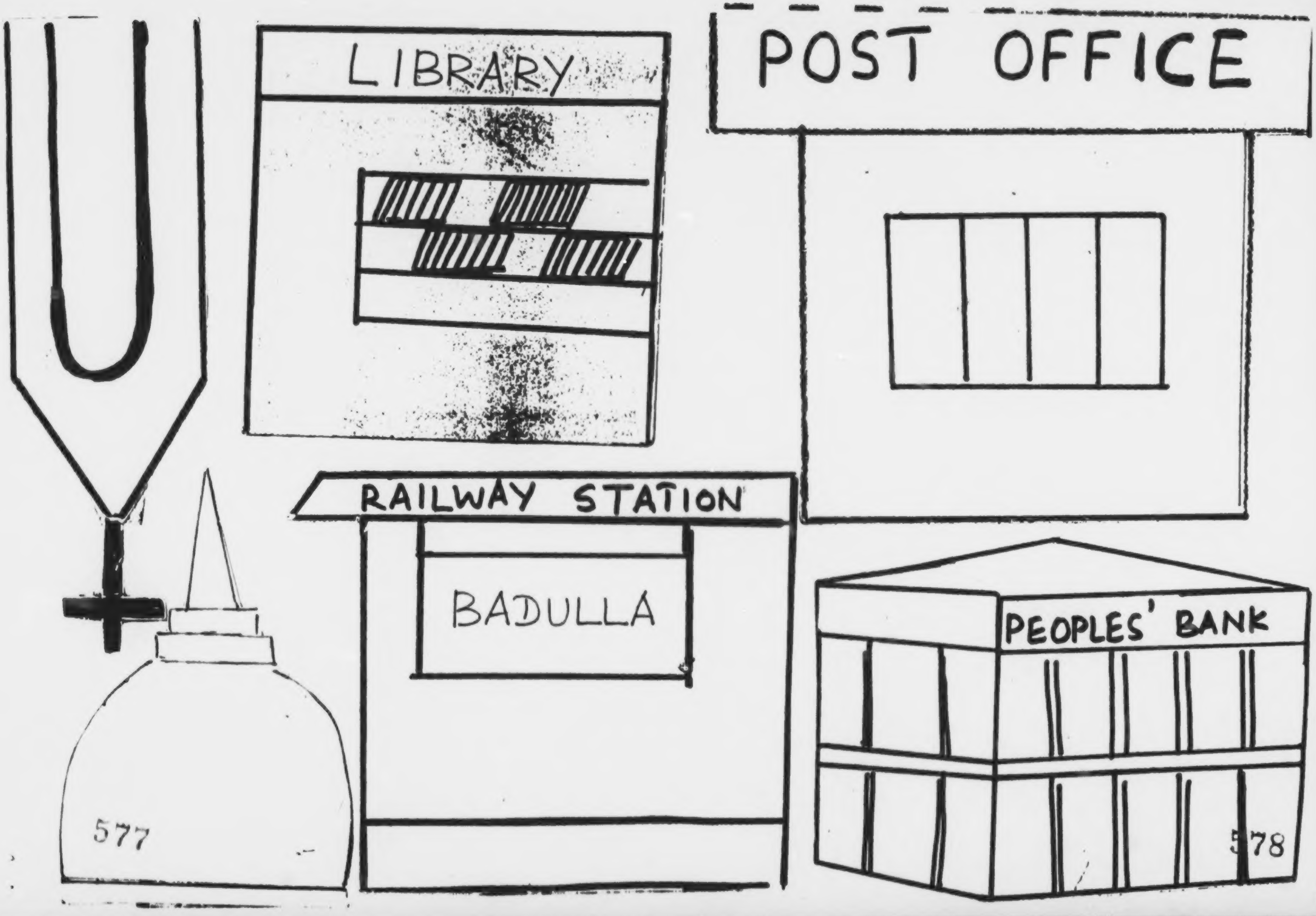
Student A: ඔයාගේ ගමේ පන්සලක් තියෙනවද?
Student B: ඔව් තියෙනවා. ඔයාගේ ගමේ පන්සලක් තියෙනවද?
Student B: නෑ. මගේ ගමේ පන්සලක් නෑ.

5. Assessment (Task): **10 mins**

Send the students to meet some Sri Lankans and find out whether the learnt locations are there in the town where the training is held.

6. Contingency Plan:

7. Comments/Self Evaluation


LIBRARY
POST OFFICE
RAILWAY STATION
BADULLA
PEOPLES' BANK
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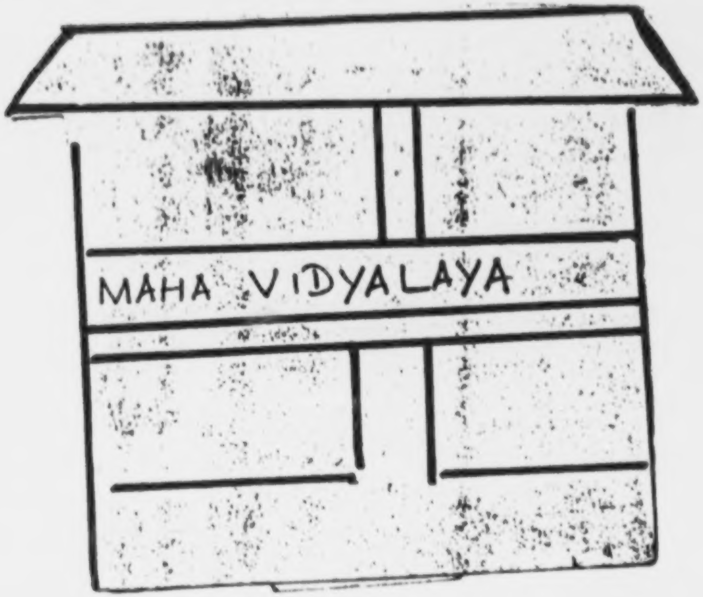
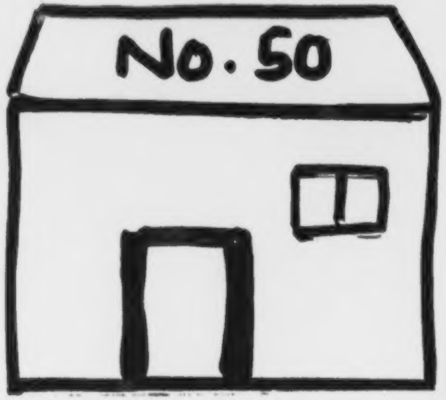
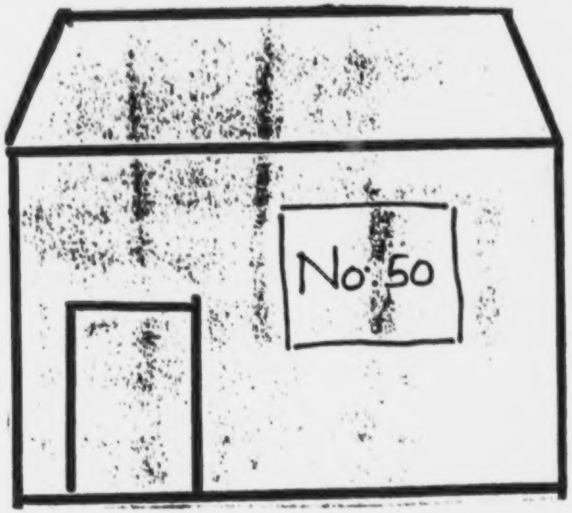

MAHA VIDYALAYA





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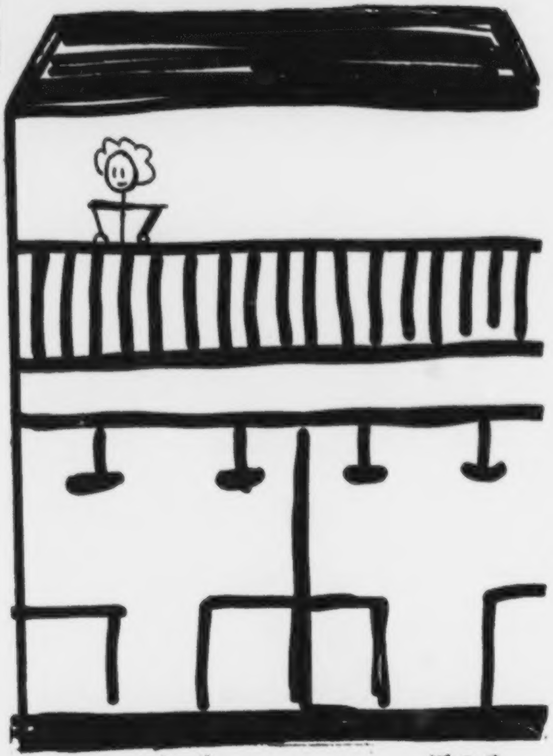

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LESSON PLAN II

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the grammar and find out where some buildings are located.
Teaching Point	Grammar: Post Positions ඉස්සරහ පිටිපස්සේ ළඟ මැද අයිනේ අතර කොනේ
Materials needed	Maps, Information gap sheets, models of buildings

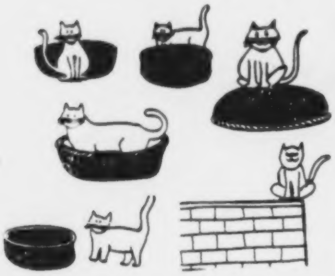
Procedure

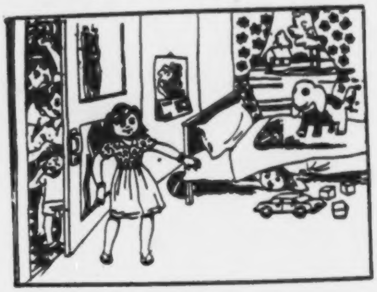
1. **Warm up/Review:** **5 mins**

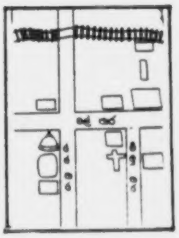
   Review the locations.

2. **Presentation:** **15 mins**

   Present the post positions using the picture







For further clarification use a map with buildings.

3. **Practice:**

   Listening - **10 mins**

   1. Place the models on a table or on the floor. Say sentences using post positions. Get the students to arrange the models accordingly.

e.g.
- බැංකුව තියෙන්නේ ස්ටේෂම ළඟ.
- සමුපකාරේ ළඟ තැපැල් කන්තෝරුව තියෙනවා.
- පල්ලිය තියෙන්නේ පොලිසියයි ස්ටේෂමයි අතරේ. etc..

BEST COPY AVAILABLE

2. Read out the following description and ask the students to mark the places on the given map.

> පංසල ඉස්සරහ සමූපකාරේ තියෙනවා. සමූපකාරේ තියෙන්නේ මල් පාර ළඟ. පංසල ළඟ සෙල්ලම් පිට්ටනිය තියෙනවා. සෙල්ලම් පිට්ටනිය ළඟ තැපැල් කන්තෝරුව තියෙනවා. සෙල්ලම් පිට්ටනිය තියෙන්නේ පංසලයි තැපැල් කන්තෝරුවයි අතරේ. මිදූ පාර අයිනේ ඉස්කෝලේ තියෙනවා. ඒක ඉස්සරහ පල්ලිය තියෙනවා. පල්ලිය ළඟ, මල් පාර අයිනේ පොලීසිය තියෙනවා. පොලීසිය ඉස්සරහ, මල් පාර අයිනේ පුස්තකාලේ තියෙනවා. පුස්තකාලේ ළඟ විශ්ව විද්‍යාලේ තියෙනවා. විශ්ව විද්‍යාලේ පිටිපස්සේ ස්ටේෂම තියෙනවා. විශ්ව විද්‍යාලෙයි ස්ටේෂමයි අතරේ ඔරලෝසු කණුව තියෙනවා.

Listening & Speaking - **10 mins**

1. Ask questions based on the the passage and the map.

   - පංසල තියෙන්නේ කොහෙද?
   - පංසල ළඟ තියෙන්නේ මොකද්ද?
   - විශ්ව විද්‍යාලෙයි ස්ටේෂමයි අතරේ තියෙන්නේ මොකද්ද? etc..

2. Expand the activity by asking where everything in the classroom is situated.

Speaking - **20 mins**

1. Map Dyad(Information Gap):

   In pairs, students work to complete information that is missing on each ot their maps. The maps are of the same area except each has names of places and streets that do not appear on the other. Students ask each other question to get the information, e.g. "Where is the __________?" Put the students back-to-back, so one can't see the other's map. (Reference: Listening & Speaking Handbook, Peace Corps compiled by Kathy Rulon)

   Student A: බැංකුව තියෙන්නේ කොහෙද?
   Student B: පල්ලිය ළඟ.

2. Do the "WHERE" activity attached to this plan.

4. Application (use): **15 mins**

Ask the students to draw a rough map of their village (If they have already been there, if not of an imaginary town) and ask and answer question like the ones in the above speaking exercise I.

5. Assessment (Task): 15 mins

Give a list of building and ask the students find out where each building is located in the town where the training is held.

6. Contingency Plan:

Destination Chart:

Make a chart showing various destinations and people. Have students ask and answer questions based on the information in the chart. For advanced classes, add more informaion to elicit other types of questions.

Name	Day	Place	Going with
Tim	Tuesday	Market	Jane
Tom	Friday	School	Mike
Kate	Monday	Post Office	Janet
Sandra	Thursday	Hospital	David

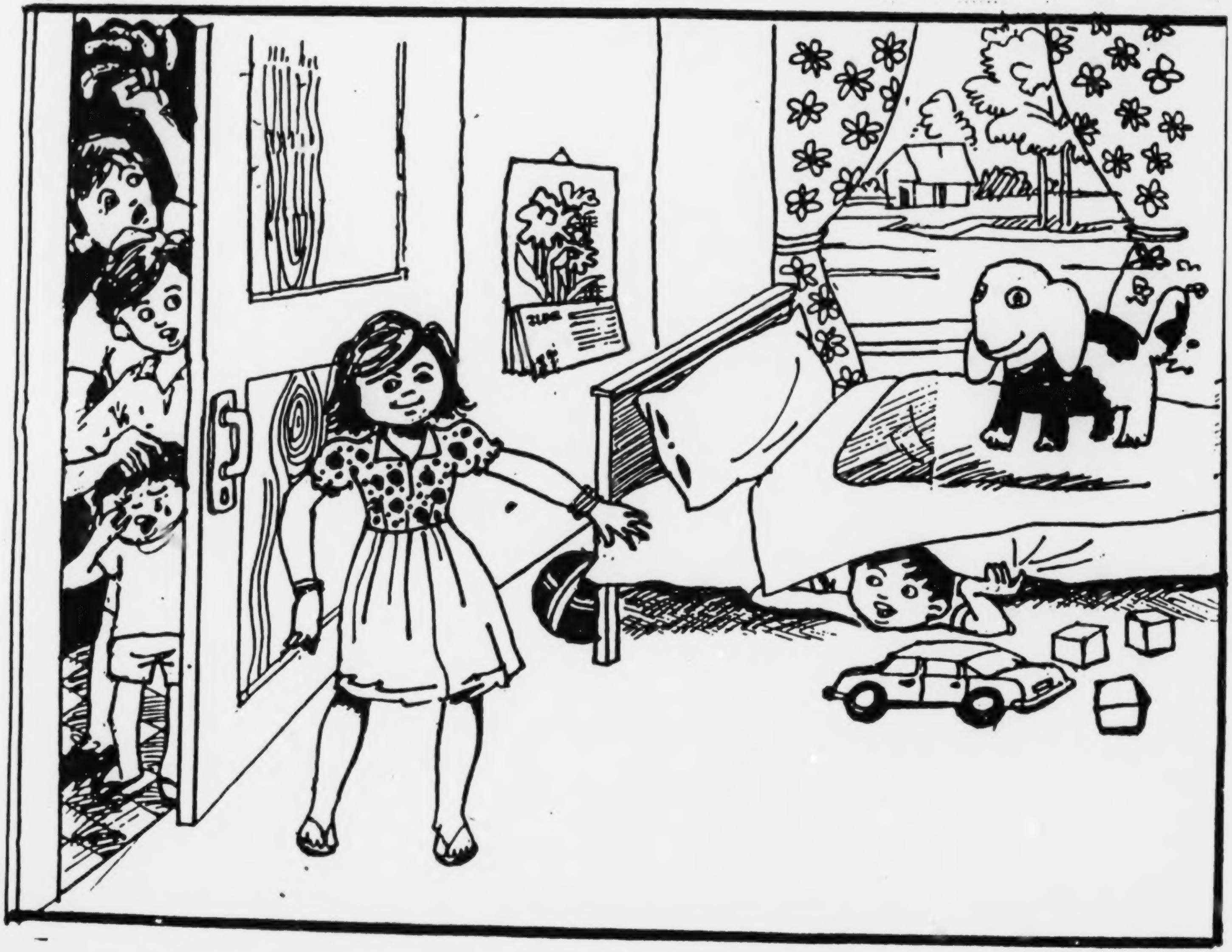
7. Comments/Self Evaluation

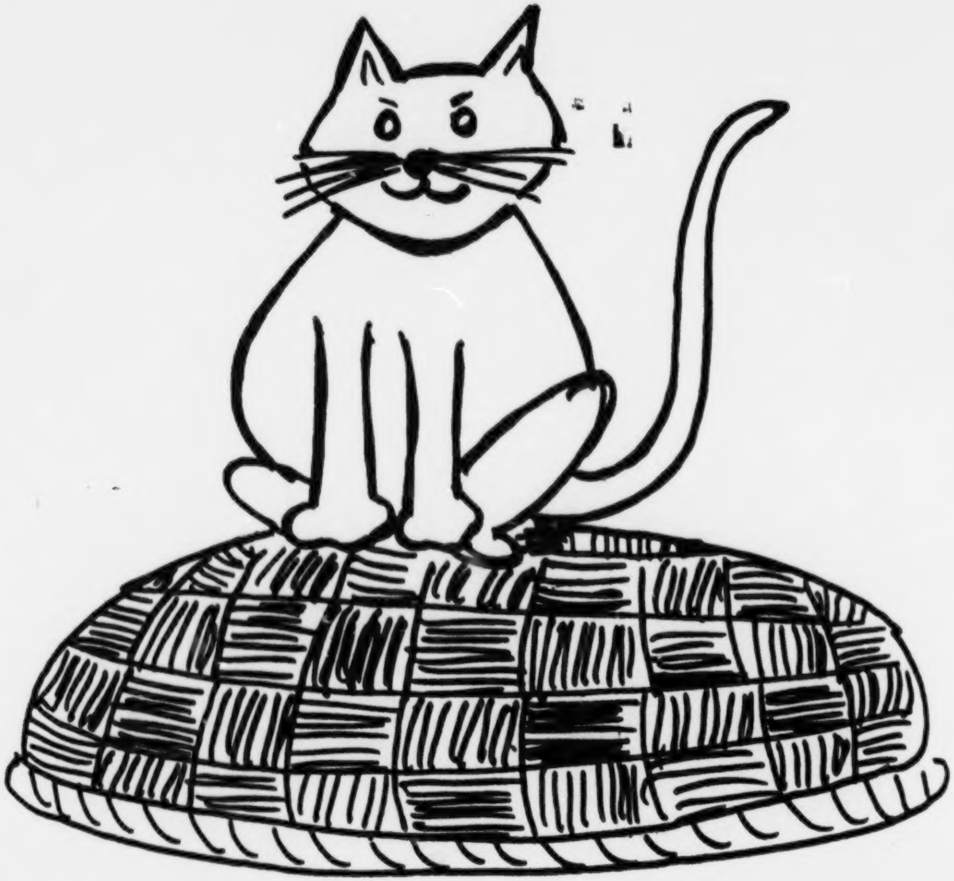
GRAMMAR NOTE

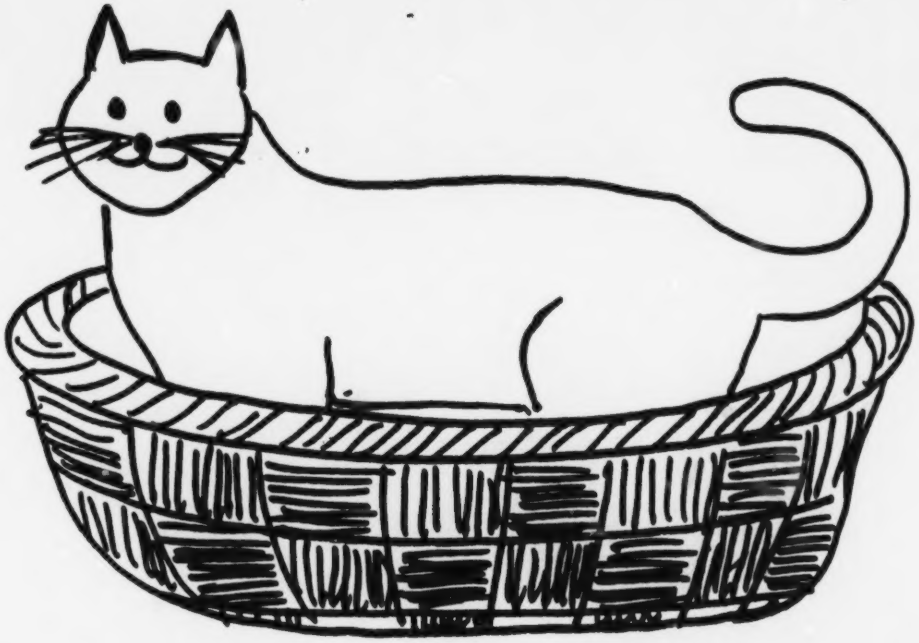
Post Positions:

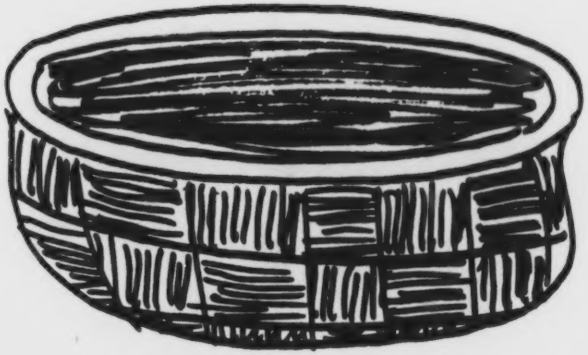
In Sinhala they perform the same function as the Prepositions in English. However, in Sinhala they are placed after the Noun they govern:

පාර ළඟ	near the road
කඩේ පිටිපස්සෙ	behind the kade









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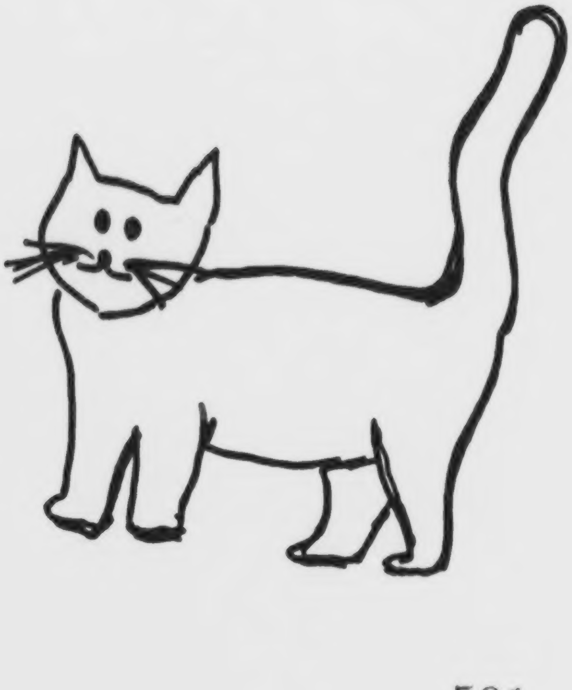

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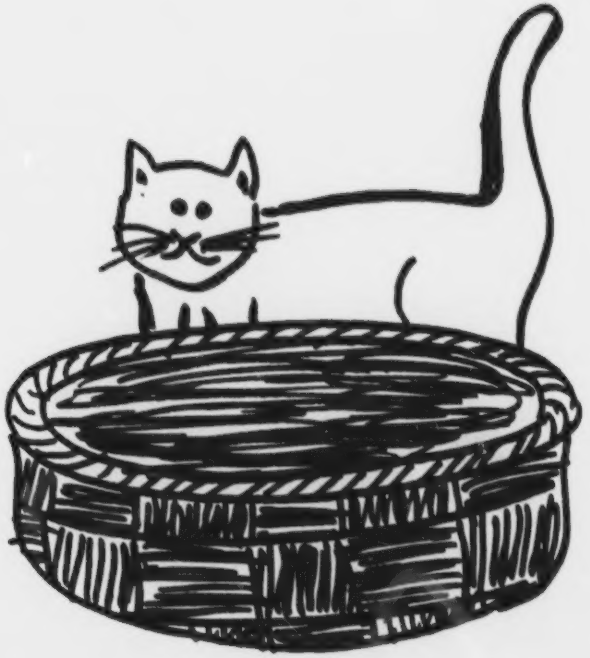
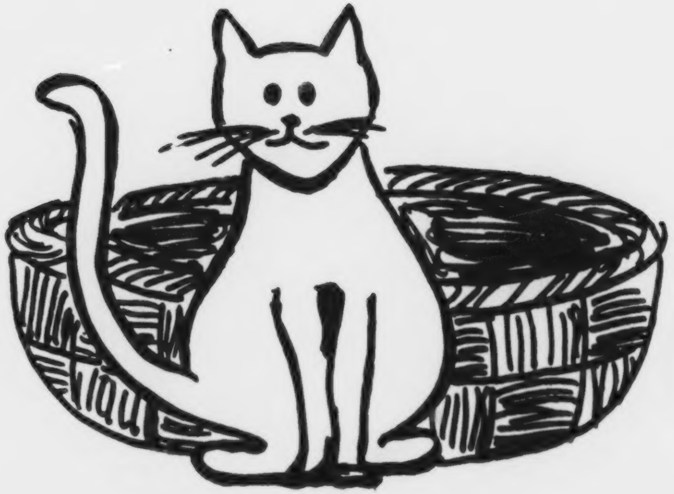
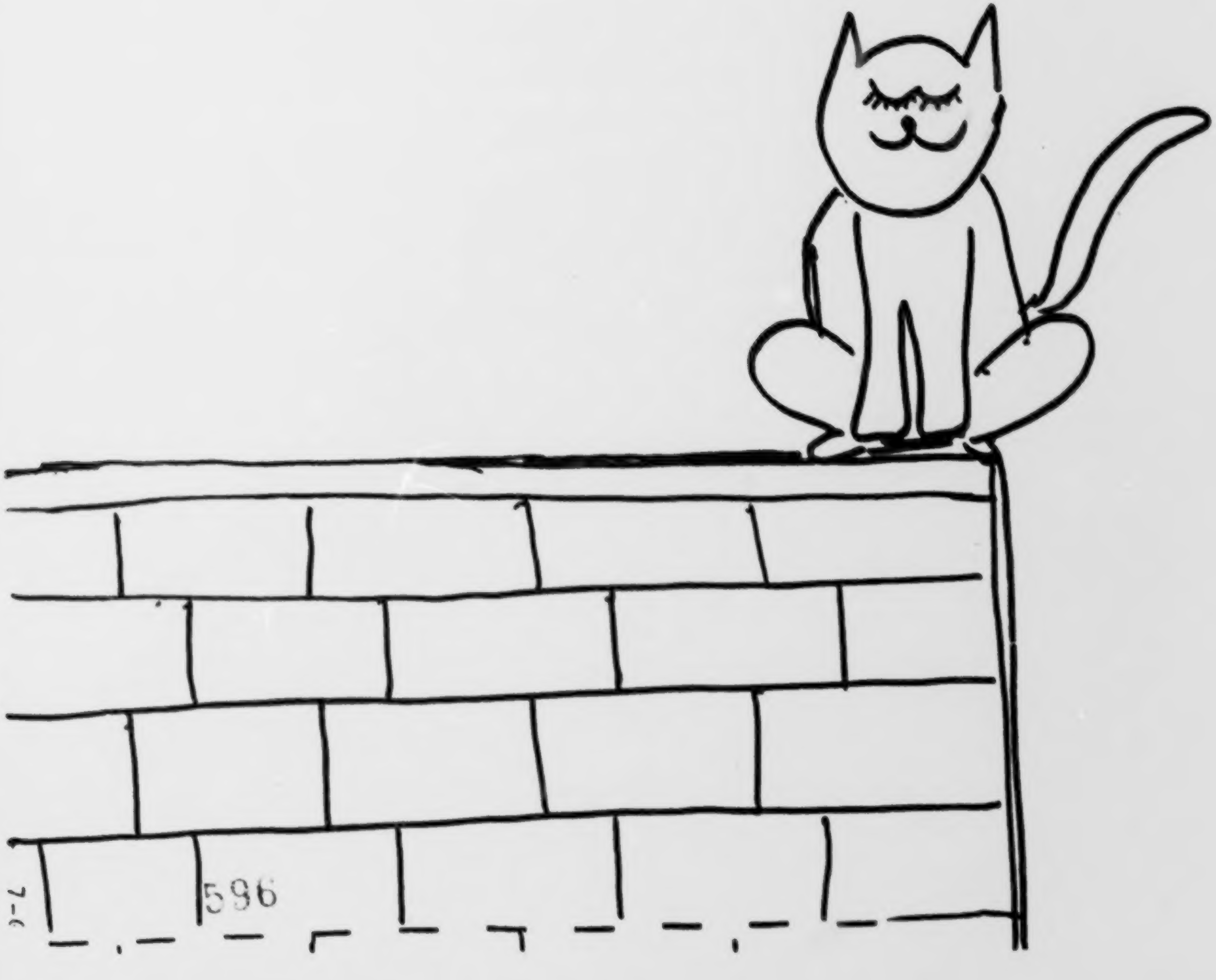
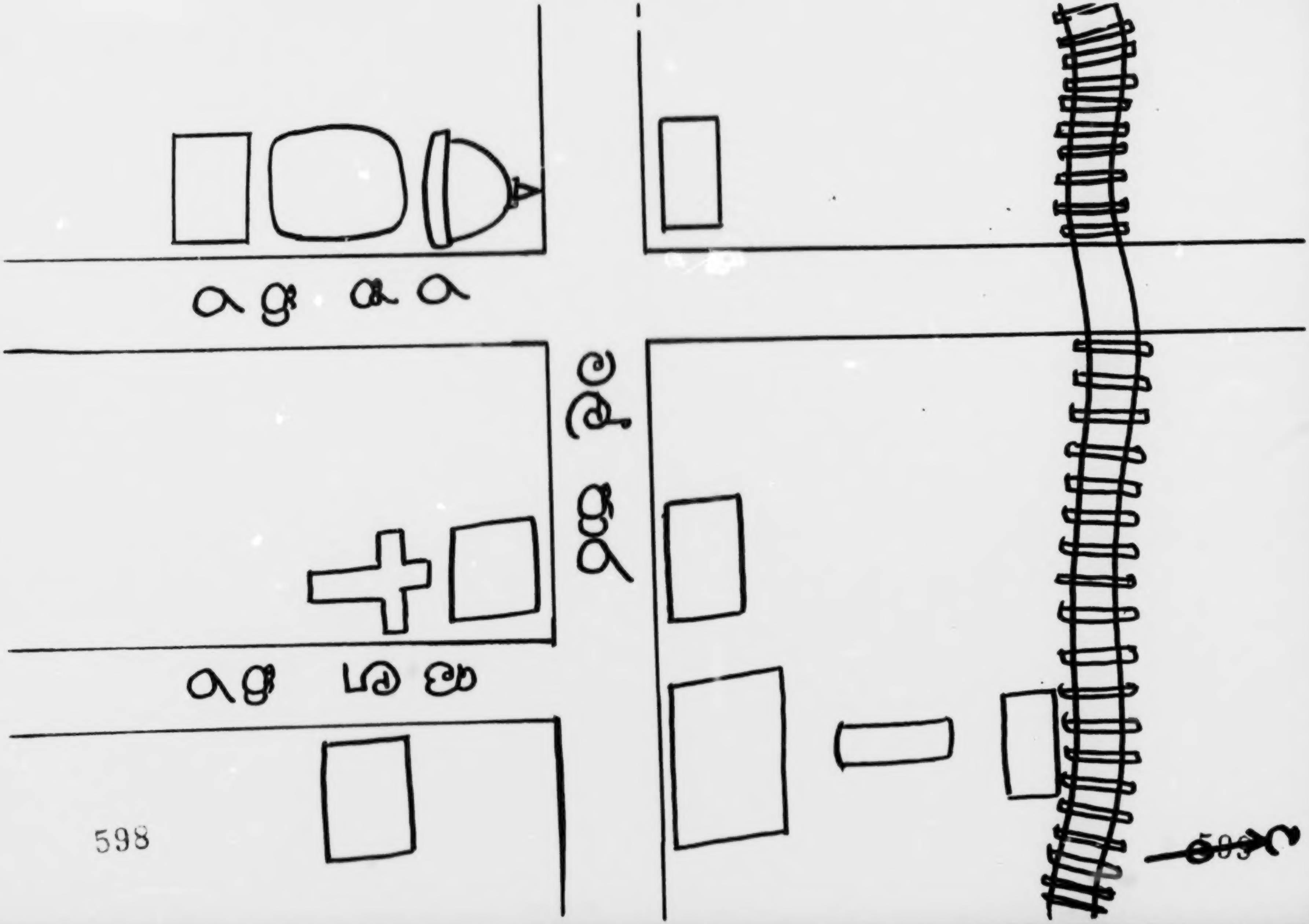


7-E






598

LESSON PLAN III

Estimated Time	25 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

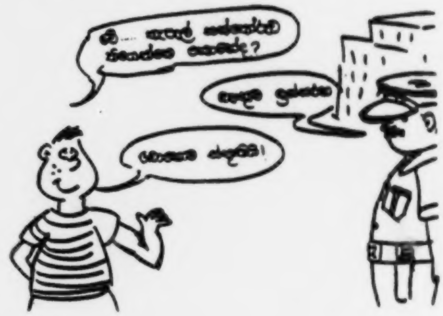
Procedure

1. **Warm up/Review:** **3 mins**

   Review the names of buildings and grammar that are necessary.

2. **Presentation:** **3 mins**

   Present the dialogue using a picture.



3. **Practice:**

   Listening - **3 mins**

   Read the dialogue several times for the students to listen to the intonation patterns.

   Listening & Speaking - **3 mins**

   Take roles and practise the dialogue with the students.

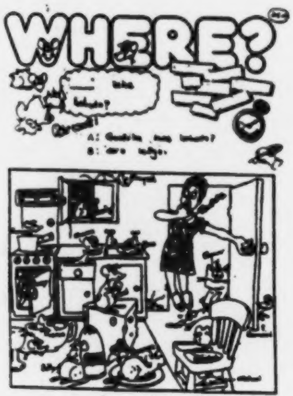
   Speaking - **5 mins**

   Students take roles and practise the dialogue.

4. **Application (use):** **5 mins**

Design a role play to suit the dialogue and administer.

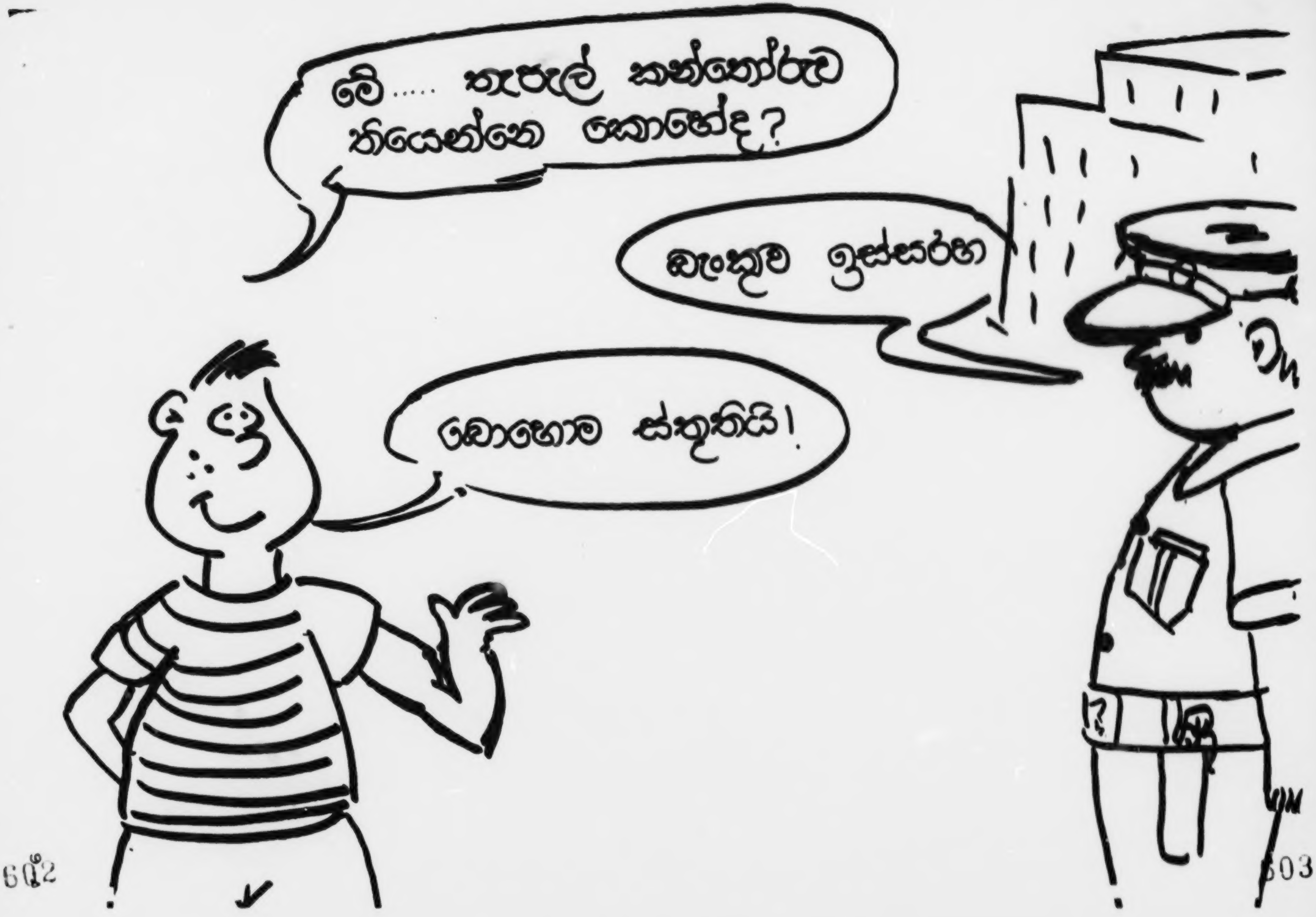
5. **Assessment (Task):**



6. **Contingency Plan:**

Do activity No. 24 A

7. **Comments/Self Evaluation**


ඕ..... තැපැල් කන්තෝරුව තියෙන්නෙ කොහේද?
බැංකුව ඉස්සරහ
බොහොම ස්තූතියි!
GM

602

603

24A

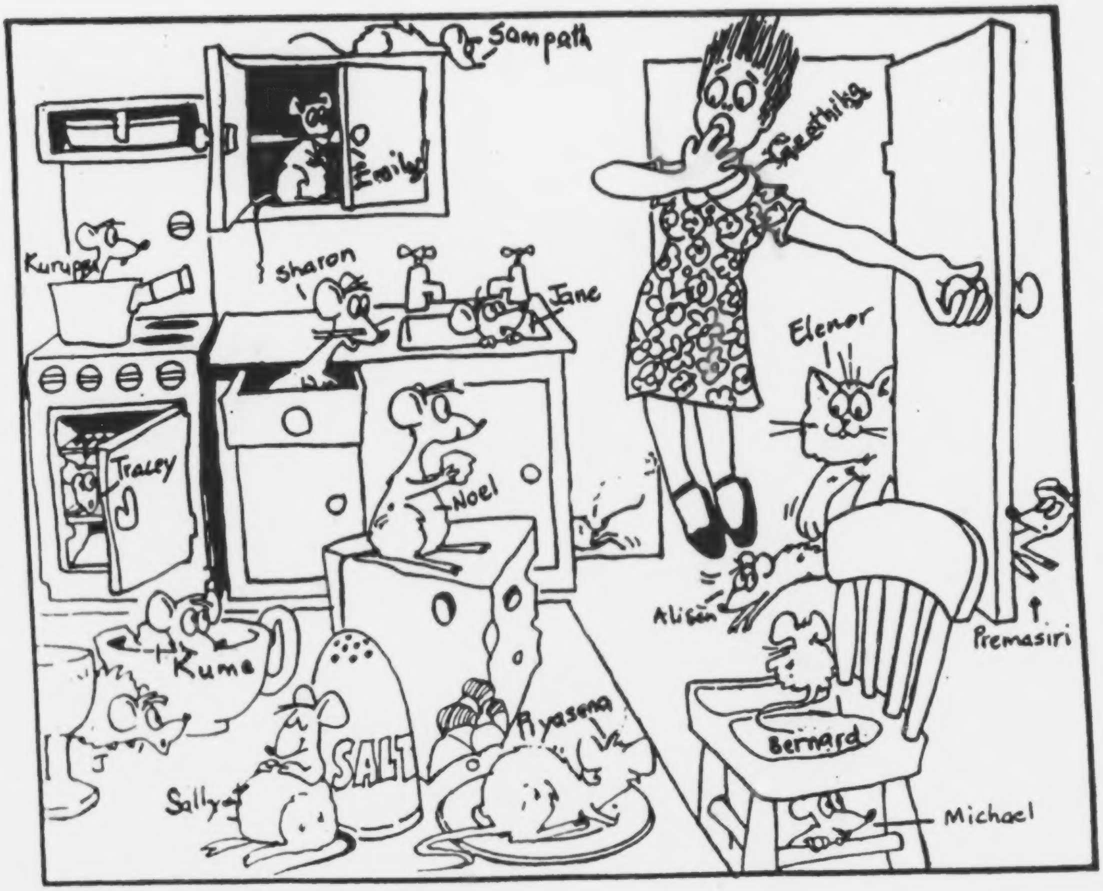
WHERE?

___ inne kohedə?
minutes

Pair work:

A: Geethika inne kohedə?

B: dorə laňgə.


Sampath
Emily
Geethika
Kurupp
Sharon
Jane
Elenor
Tracey
Noel
Alison
Premasiri
Kuma
Piyasena
SALT
Sally
Bernard
Michael

Directions

Competency : **To ask for and give directions**

Situation : On the street

Dialogue

Roles: PCT/Passerby			Functions
මම	:	පොලිස් එකට යන්නේ කොහොමද?	- asking directions
පාරේ යන කෙනෙක්	:	මේ පාර දිගේ කෙළින්ම ගිහිල්ලා හංදියේ කඩේ ළඟිං දකුණට හැරෙන්න. එතන ඉඳලා ටික දුරක් යනකොට දකුණු පැත්තේ පොලිස් එක ඇති.	- giving directions
මම	:	බොහොම ස්තූතියි.	- expressing gratitude

Vocabulary

පාරදිගේ
දකුණ
වම
දකුණු පැත්ත
වම් පැත්ත
හැරෙනවා

එතන
මෙතන
අතන
ඔතන

ටික දුරක්
හැතැක්ම භාගයක්
හැතැක්මක්
යාරසියක්

LESSON PLAN I

Estimated Time	1 hour 30 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary to find out directions to a place in town.
Teaching Point	Vocabulary & Dialogue හන්දියෙන් එතන ඒක දුරයි දකුණ මෙතන හැතැක්ම බාගයයි වම අතන හැතැක්මයි දකුණු පැත්ත ඔතන යාර සීයයි වම් පැත්ත හැරෙනවා
Materials needed	Maps, sign boards, role play cards, a robot

Procedure

1. **Warm up/Review:** **5 mins**

   Review command and negative command forms of the verbs.

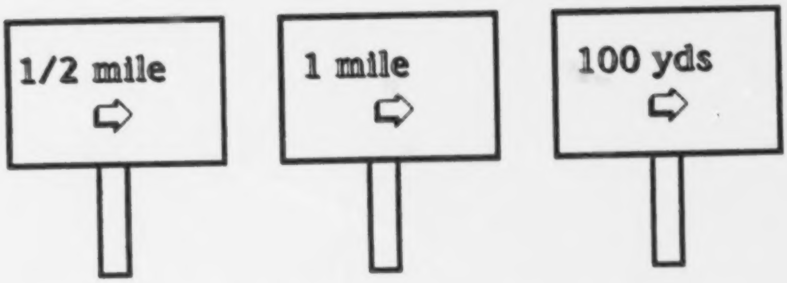
2. **Presentation:** **20 mins**

   Present the vocabulary items using the drawn map and the robot.

   Put up all the new vocabulary items on the board.

   Give instructions using the vocabulary items and take the robot on the map according to the given instructions. Then elicit the meaning from the students.

   Introduce ඒක දුරයි. යාර සීයයි. හැතැක්ම. බාගයයි. හැතැක්මයි using sign boards.



3. Practice:

Listening - 10 mins

1. Give the map and the robot to the students and ask them to move the robot appropriately when you give instructions.

Listening & Speaking - 10 mins

1. Give positive instructions and get the students respond to say the negative instructions and vice versa.

Tr:	වමට හැරෙන්න	Ss:	වමට හැරෙන්න එපා
Tr:	යාර සියක් පාර දිගේ කෙලින් යන්න	Ss:	යාර සියක් පාර දිගේ කෙලින් යන්න එපා etc..

Speaking - 10 mins

1. Give maps to the students with some places indicating at the end of it. One student asks directions for the mentioned places and other gives instructions using the map.

Student A: බැංකුවට යන්නේ කොහොමද?

Student B: පාර දිගේ කෙලින් යන්න. වමට හැරෙන්න. කෙලින් යන්න. හංදියක් තියෙනවා. හැරෙන්න එපා. යාර සියක් ඉස්සරහට යන්න. බැංකුව පාර අයිනේ වම් පැත්තේ තියෙනවා.

Student A: බොහොම ස්තූතියි.

4. Application (use): 25 mins

Introduce the dialogue and practise it several times.

Role Play:

Roles: PCT/Passers - by
Situation: On the road
Purpose: PCT goes to visit his/her friend. But he/she has lost the directions note which his/her friend sent. He/She asks a passer-by the location and the directions to the house. The passer-by doesn't know. He/She continues to walk and asks a shopkeeper after buying a coke at his 'kade' and finds out the directions

5. Assessment (Task): 10 mins

Ask the students to find out directions to an unknown location in the town where the training is held.

6. **Contingency Plan:**

Maze Pairs:

Have students sit back-to-back. Each student has the same maze drawn on a piece of paper. With a pencil, one student in each pair draws lines to show how to get out of the maze. The students then gives oral directions to their partners helping them to get out in the same way. Mazes are compared at the end of the exercise

7. **Comments/Self Evaluation**

J

Topic X: Transportation

Competencies **Page**

(1) To ask for information about bus-stops and schedules:
Dialogue I 01-03

(2) To purchase bus/train tickets:
Dialogue I 04-10

(3) To engage 3-wheeler and settle for a reasonable fare:
Dialogue I 11-17

Transportation

Competency : **To ask for information about bus-stops and schedule**

Situation : The bus station

Dialogue

Roles: PCT/Bus Conductor or Time-Keeper		Functions
ටොම්	: **හාලිඇලට යන්න පුලුවං මොන බස් එකේද?** (Which bus goes to Hali-ela?)	- asking directions
ටයිම් කීපර්	: **136 බදුල්ල බස් එකේ නගින්න.** (Get in to 136 bus)	- identifying
ටොම්	: **බදුල්ලට දැන් බස් එකක් තියෙනවද?** (Is there a bus to Badulla now?)	- inquiring
ටයිම් කීපර්	: **දැන් එකක් ගියා. එකට පස්සේ ආයෙත් තියෙන්නේ දහයාමාරට.** (One bus has just left. The next will be at 10:30.	- giving information

Vocabulary

ඉස්සෙල්ලා
පස්සේ
ඊළඟට
ඊටපස්සේ
අන්තිමට

LESSON PLAN I

Estimated Time	1 hour 20 minutes
Objective Teaching Point	At the end of the lesson the students will be able to use the vocabulary to find out bus schedule at the bus station.
Materials needed	**Vocabulary:** ඉස්සෙල්ලා පස්සේ ඊළඟට ඊටපස්සේ අන්තිමට & Dialogue

Procedure

1. **Warm up/Review:** **5 mins**

   Review time telling.

2. **Presentation:** **15 mins**

   Introduce the the vocabulary items using a simualtion of making a cup of tea.

   ඉස්සෙල්ලම වතුර උණු කරන්න. ඊළඟට තේ කොළ පෝගුවට දාන්න. ඒකට වතුර දාන්න. ඊට පස්සේ විනාඩියක් තියන්න. ඊටපස්සෙ තේ කොළ පෙරන්න. ඊට පස්සෙ සීනි දාන්න. හොඳට කලවම් කරන්න. ඊළඟට කිරි දාන්න. අන්තිමට බොන්න.

3. **Practice:**

   Listening - **15 mins**

   1. Give a blank bus schedule and ask the students to fill the grid when you read out the times.

කොළඹ	පෙ..ව. 05.30	පෙ..ව. 08.30	ප..ව. 01.25	ප..ව. 07.30
මහනුවර	පෙ..ව. 07.15	පෙ..ව. 09.00	ප..ව. 02.45	ප..ව. 08.20
නුවරඑළිය	පෙ..ව. 06.00	පෙ..ව. 10.15	ප..ව. 03.15	----
බදුල්ල	පෙ..ව. 08.10	පෙ..ව. 10.30	ප..ව. 02.30	ප..ව. 06.30

කොළඹ				
මහනුවර				
නුවරඑළිය				
බදුල්ල				

Listening & Speaking - 10 mins

1. Ask questions based on the above bus time table.

- කොළඹට ඉස්සෙල්ලම බස් එක තියෙන්නෙ කීයටද?
- බදුල්ලට අන්තිම බස් එක තියෙන්නෙ කීයටද?
- නුවරඑළියට රෑට බස් එකක් තියෙනවද?
- උදේ 8.10ට තියෙන්නෙ මොන බස් එකද? etc.

Speaking - 15 mins

1. Students practice the dialogue in pairs

4. Application (use): 15 mins

Role Play:
Roles: PCT/Time keeper
Situation: At the bus stand
Purpose: PCT wants to find out the bus schedule to go to her site for the site visit. He/She goes to the bus station/train station and speaks to the time keeper. The time keeper responds

5. Assessment (Task):

Ask the students to go to the bus station and train station and find out the schedule for some destinations.

6. Contingency Plan:

Information Gap:

කොළඹ	පෙ..ව. 05.30	?	ප..ව. 01.25	?
මහනුවර	?	පෙ..ව. 09.00	?	ප..ව. 08.20
නුවරඑළිය	?	පෙ..ව. 10.15	ප..ව. 03.15	?
බදුල්ල	පෙ..ව. 08.10	?	?	ප..ව. 06.30

කොළඹ	?	පෙ..ව. 08.30	?	ප..ව. 07.30
මහනුවර	පෙ..ව. 07.15	?	ප..ව. 02.45	?
නුවරඑළිය	පෙ..ව. 06.00	?	?	----
බදුල්ල	?	පෙ..ව. 10.30	ප..ව. 02.30	?

7. Comments/Self Evaluation

Transportation

Competency : To purchase bus/train tickets

Situation : On a bus/a private van

Dialogue

Roles: PCT/Bus Conductor	Functions
බස් කොන්දෙස්තර : ඔක්කොම පෝලිමේ එන්න. පෝලිමෙන් පිට ඉන්න අයට ටිකට් දෙන්නේ නෑ. .... කොහාටද? (Get into the line. Tickets are not issued for the passengers who are not in the queue)	- requesting
ඩෙබොරා : බදුල්ලට. කීයද? (To badulla. How much is the bus fare?)	- inquring
බස් කොන්දෙස්තර : දහයයි පනහයි. මාරු සල්ලි නැද්ද? (Rs.10.50. Do you have small money?)	- giving information & inquring
ඩෙබොරා : නෑනේ. (No, sorry)	- giving information
බස් කොන්දෙස්තර : එහෙනං බහින්න ඉස්සෙල්ලා ඉතුරු සල්ලි ඉල්ලගන්න. (If so, get your balance before you get off.)	- giving information

Vocabulary

පෝලිම
සෙනග
හිරවෙලා
හිටගෙන
නැවිලා

බස් ගාස්තුව
මාරු සල්ලි
ඉතුරු සල්ලි
පිට
ඇතුල

GRAMMAR

V(Adj) + Noun

LESSON PLAN I

Estimated Time	1 hour 10 minutes
Objective	At the end of the lesson the students will be able to find out information using the grammar
Teaching Point	Grammar: V(Adj) + Noun
Materials needed	Picture dialogues, MCQ charts, speaking table,

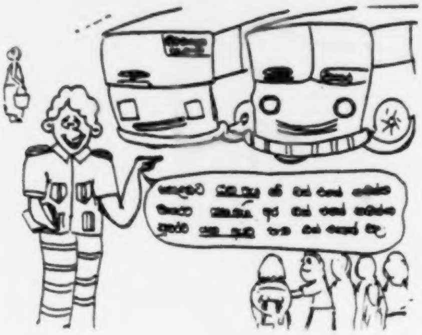
Procedure

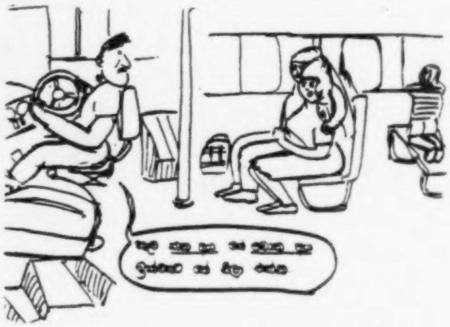
1. **Warm up/Review:** **5 mins**

   Review the verbal adjective form of the verb.

2. **Presentation:** **10 mins**

   Present the grammar using a picture dialogue.





Introduce the structure getting more examples in various situations.

3. Practice:

Listening - 10 mins

1. Say the present tense verbs and ask the students to select the correct verbal adjective using MCQ chart.

1.	යනවා	a.	යන්න
		b.	යන
		c.	ය
2.	ඉන්නවා	a.	ඉන
		b.	ඉන්න
		c.	ඉන්නං
3.	කනවා	a.	කන
		b.	කන්න
		c.	කන්නං
4.	ගන්නවා	a.	ගන්නං
		b.	ගන්න
		c.	ගන
5.	බලනවා	a.	බලන්න
		b.	බලන
		c.	බල

Listening & Speaking - 10 mins

1. Say the Present tense verb and get the students to say the verbal adjective.

Tr:	ගන්නවා	Ss:	ගන්න	
Tr:	කනවා	Ss:	කන	etc..

Speaking - 10 mins

1. Get the students to make sentences using the following table.

කොළඹ	යන	අය	පෝලිමේ එන්න
තේ	බොන	කට්ටිය	බස් එකට නගින්න
දවල්ට	බලන	මිනිස්සු	වහල තියන්න
Teledrama	කන	එක්කෙනා	මෙහාට එන්න
එළියේ	ඉන්න	දෙවල්	පුටුවල වාඩිවෙන්න

4. Application (use): 10 mins

Ask the students work in pairs and find out answers for questions like the following.

1. ඔයාගේ ලංකාවේ ගෙදර වැඩට යන අය කවුද?
2. එහෙ ඉගෙනගන්න අය කවුද?
3. ඔයාගේ ගෙදරට හැමදාම එන අය කවුද? සති අන්තෙ එන අය කවුද?
4. ටෙලිඩ්‍රාමා බලන කට්ටිය කවුද?
5. ප්‍රවෘත්ති බලන කට්ටිය කවුද? etc..

5. Assessment (Task): 15 mins

Send the students to find out the following information from one of the training site Sri Lankans.

- people who smoke
- people who drink everyday
- people who eat meat
- people who jog everyday
- people who play cards everyday

6. Contingency Plan:

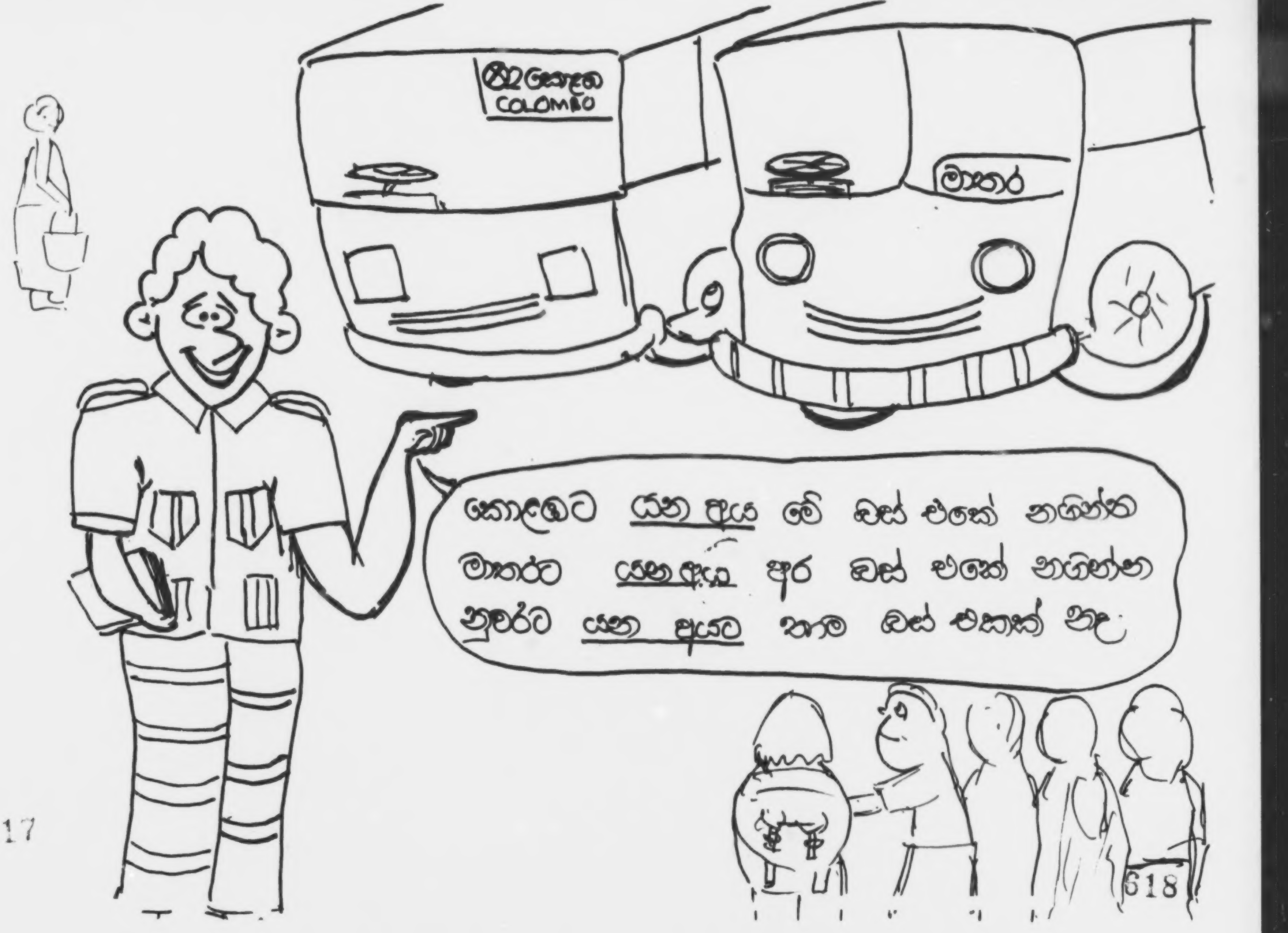
7. Comments/Self Evaluation

GRAMMAR NOTE

Verbal Adjective + Noun:

When the Verbal Adjective is added to the Noun it expresses the meaning 'the one/people who are ---ing'

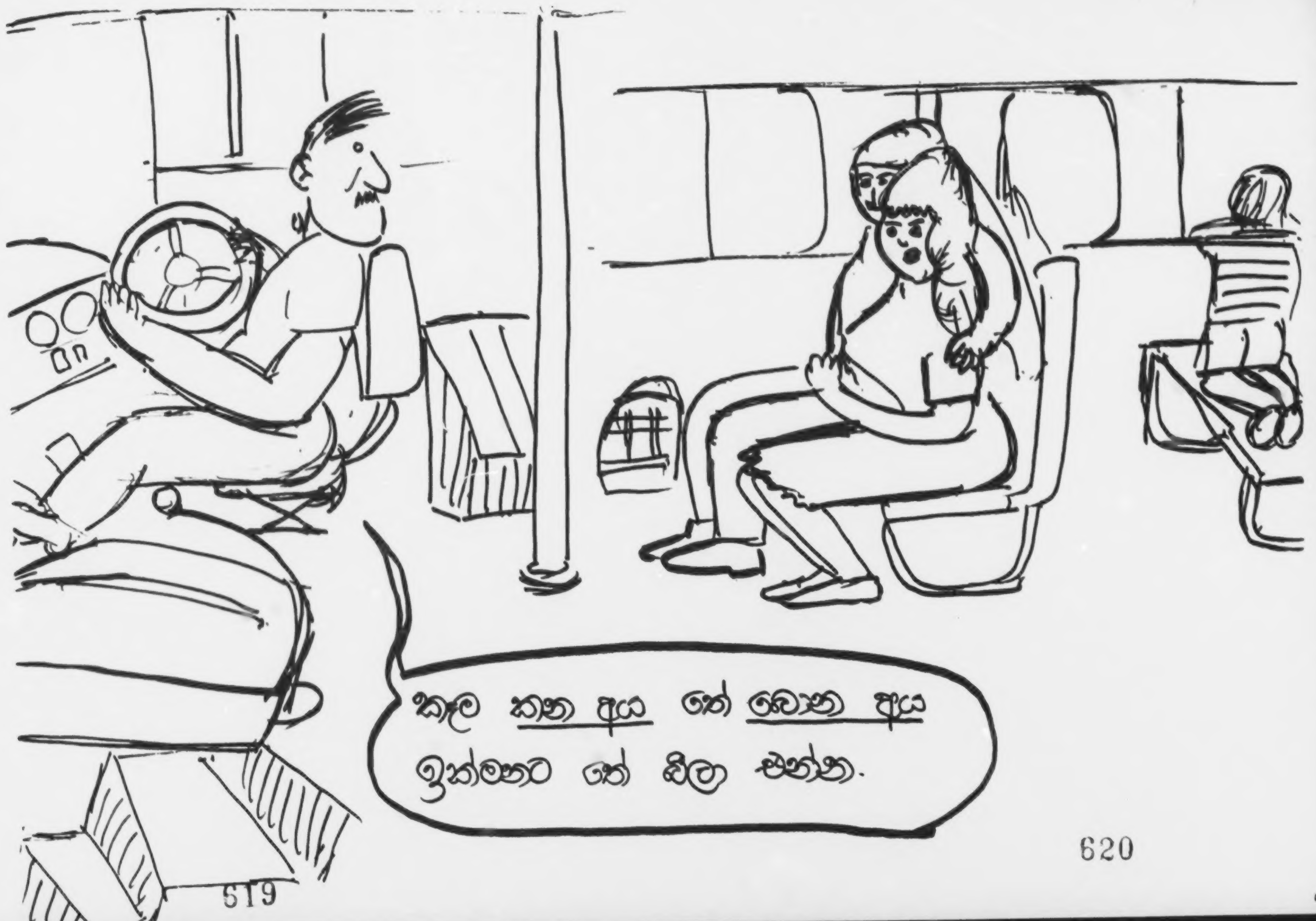
කොළඹට යන අය	People who are going to Colombo
ඉස්සරහ ඉන්න එක්කෙනා	The person standing in the front


82 කොළඹ
COLOMBO
මාතර
කොළඹට යන අය මේ බස් එකේ නගින්න
මාතරට යන අය අර බස් එකේ නගින්න
නුවරට යන අයට තාම බස් එකක් නෑ

617

618

7-A


කෑම කන අය තේ බොන අය ඉක්මනට තේ බීලා එන්න.

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play
Teaching Point	**Vocabulary:** පෝලිම බස් ගාස්තුව සෙනඟ මාරු සල්ලි සිරවෙලා ඉතුරු සල්ලි සිටගෙන පිට තැළිලා ඇතුළ **& Dialogue**
Materials needed	Pictures, picture dialogue, listening cloze , role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review command forms and numbers

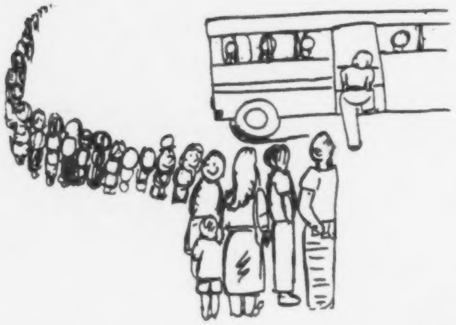
2. **Presentation:** **15 mins**

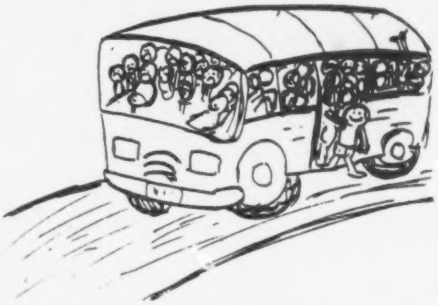
   Introduce පෝලිම සෙනඟ සිරවෙලා සිටගෙන තැළිලා using pictures.

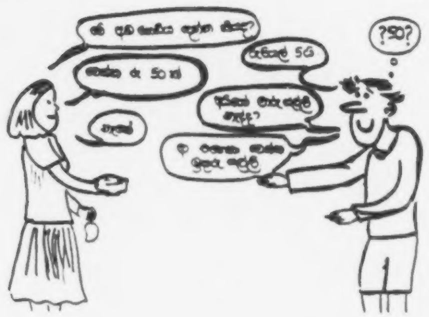
   Introduce බස් ගාස්තුව using a bus ticket.

   Introduce පිට ඇතුළ using the classroom.

   Introduce මාරු සල්ලි ඉතුරු සල්ලි using a picture dialogue.







3. Practice:

Listening - 10 mins

1. Write the vocabulary on the board. Ask the students to fill in the missing words on the given listening cloze.

බස් කොන්දොස්තර : ඔක්කොම පෝලිමේ එන්න. පෝලිමෙන් පිට ඉන්න අයට ටිකට් දෙන්නේ නෑ. .... කොහාටද?
ඩෙබොරා : බදුල්ලට. කීයද?
බස් කොන්දොස්තර : දහයයි පනහයි. මාරු සල්ලි නැද්ද?
ඩෙබොරා : නෑනේ.
බස් කොන්දොස්තර : එහෙනං බහින්න ඉස්සෙල්ලා ඉතුරු සල්ලි ඉල්ලගන්න.

Listening & Speaking - 10 mins

1. Take roles and practice the dialogue with the students.

Speaking - 10 mins

1. Students work in pairs and ask and answer questions like the following.

   - ඔයාගෙ ගෙදර ඉඳලා මෙහාට බස් ගාස්තුව කීයද?
   - ඔයා අද ආවේ ඉඳගෙනද? හිටගෙනද?
   - ඔයාගෙ බස් එකේ ගොඩක් සෙනග හිටියද?
   - ඔයාගෙ බස් ගාස්තුව රුපියල් 3.00යි. ඔයා රුපියල් 10ක් කොන්දොස්තරට දෙනවා. ඔයාගෙ ඉතුරු සල්ලි කීයද?

2. Students practice the dialogue in pairs.

4. Application (use): 15 mins

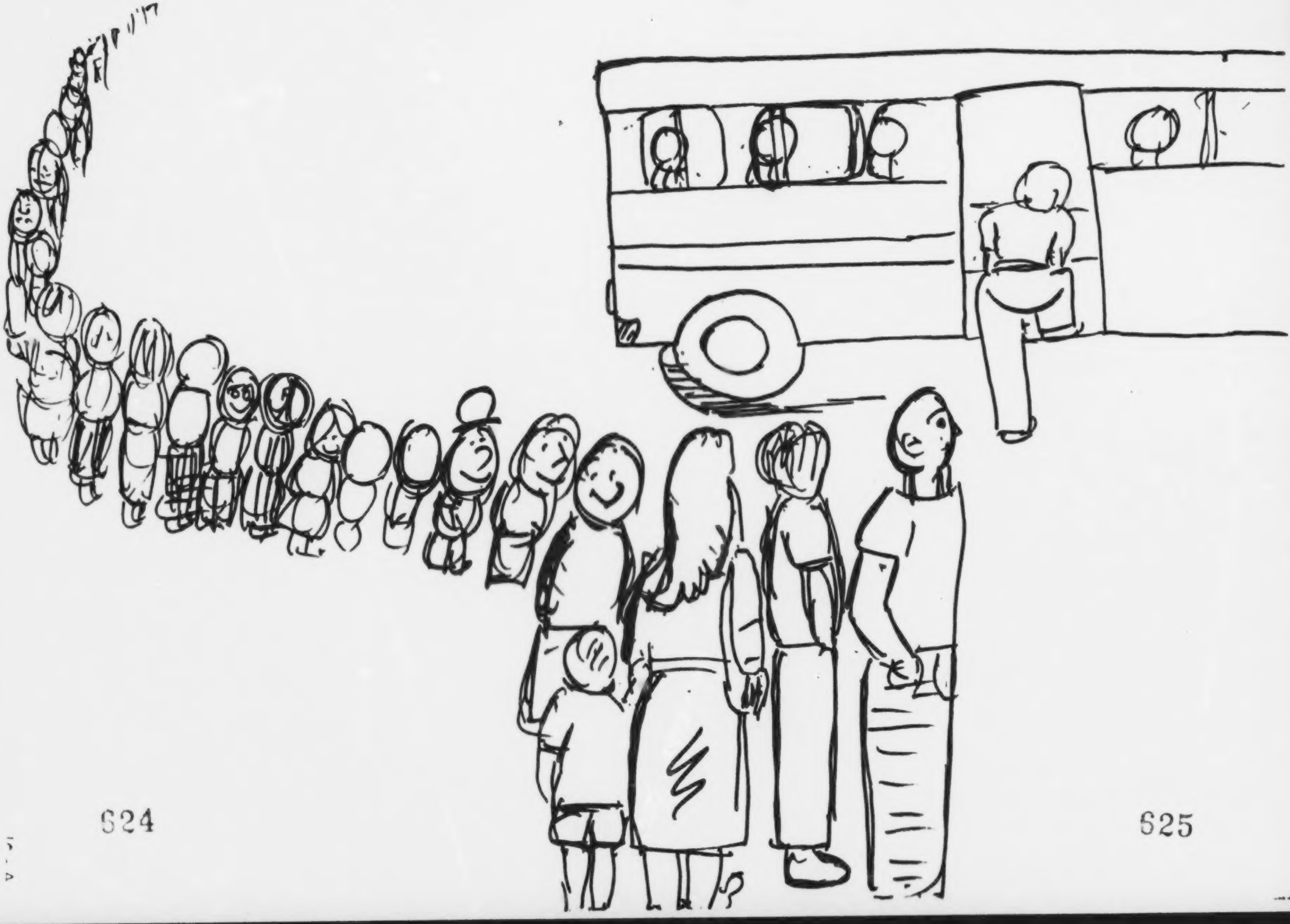
Role Play:

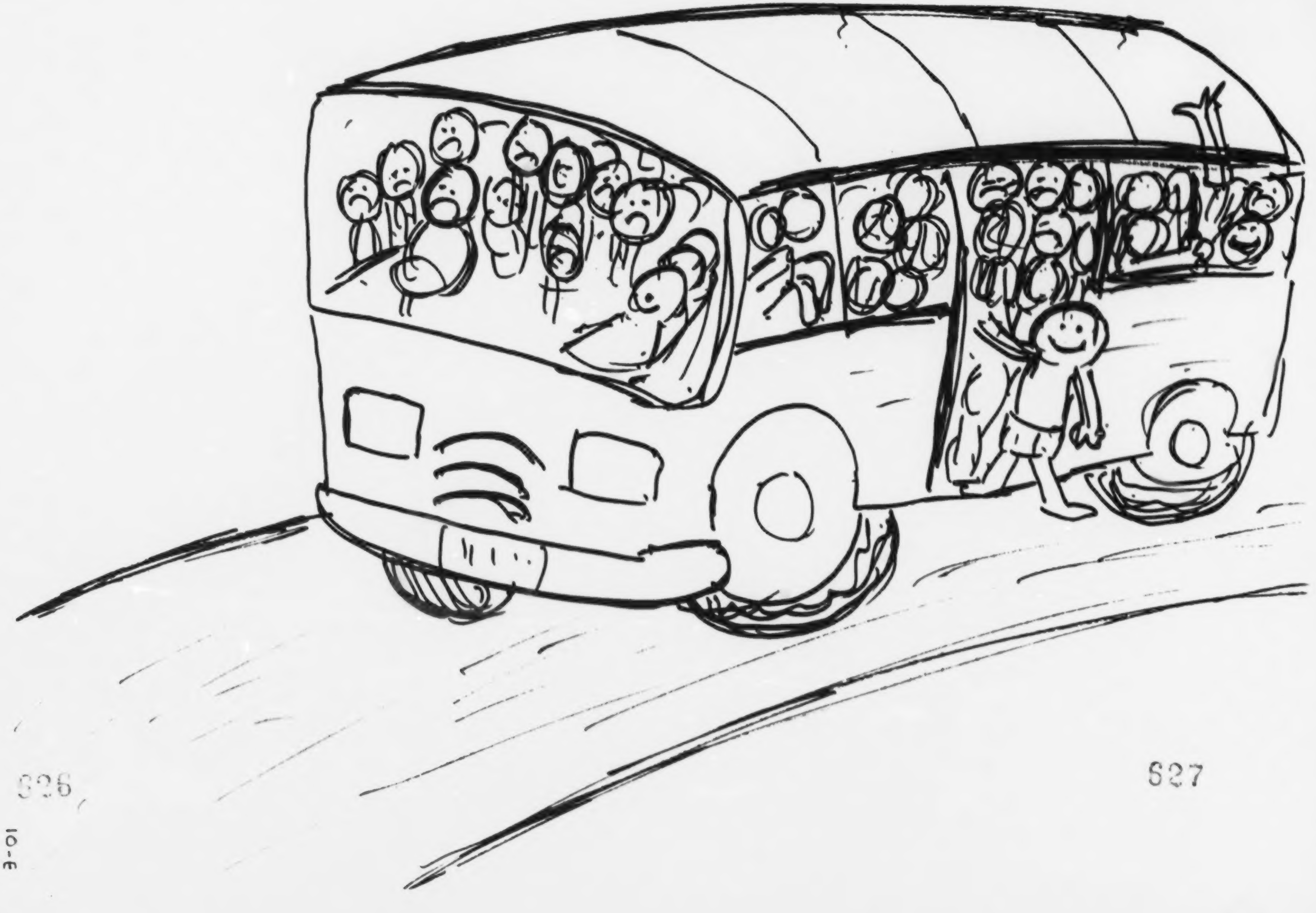
Roles: PCT/Bus Conductor
Situation: Inside a packed bus
Purpose: Bus conductor yells with his usual jargon and PCT gets into a very crowded bus. He/She gives a hundred rupee note for a two rupee ticket. The conductor frowns and asks whether he/she has change. PCT says no. Conductor says that he would give the balance when getting off. However, when the PCT gets off he gives balance only for fifty rupees. The PCT has a mini fight with the conductor and gets the full balance.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**





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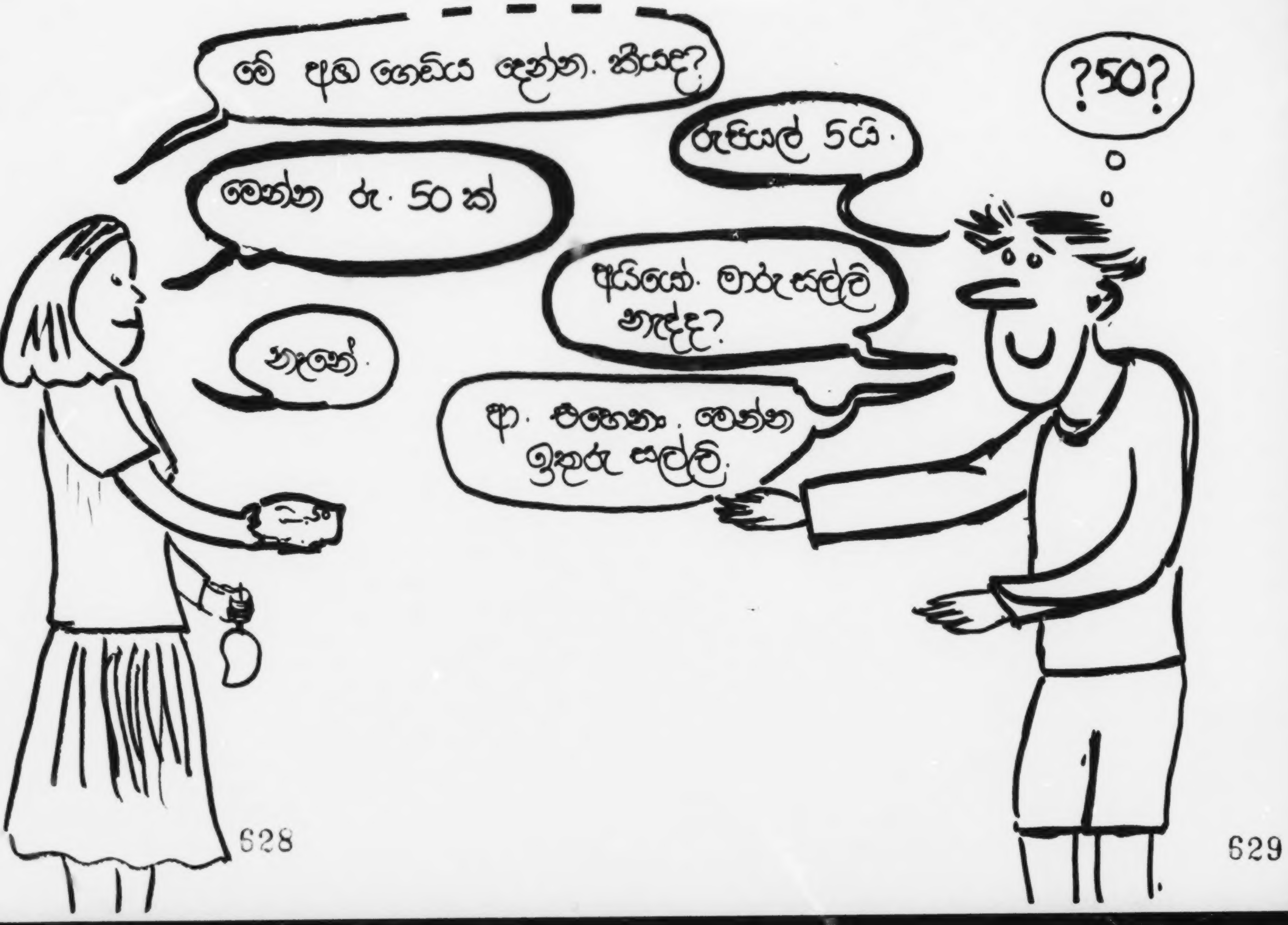
E-01


මේ අඹ ගෙඩිය දෙන්න. කීයද?
රුපියල් 5යි.
මෙන්න රු. 50 ක්
?50?
අයියෝ. මාරු සල්ලි නැද්ද?
නැහැනේ.
ආ. එහෙනං. මෙන්න ඉතුරු සල්ලි.

628

629

Transportation

Competency : To engage a 3-wheeler and settle for a reasonable fare

Situation : On the street

Dialogue

Roles: PCT/Bus Conductor	Functions
ටොම් : ලෙවැල්ලට යන්න පුලුවන්ද? (Can you take me to Lewella?)	- inquring
ඩ්‍රයිවර් : පුලුවන්. නගින්න. (Can. Get in.)	- giving information
ටොම් : කීයක් ගන්නවද? (How much do you charge?)	- inquring
ඩ්‍රයිවර් : ලෙවැල්ලේ කොතනටද? (In which area of Lewella?)	- inquring
ටොම් : පන්සල ළඟට (Near the temple)	- giving information
ඩ්‍රයිවර් : පන්සල ළඟට නං හතලිහක් ගන්නවා. (If it is near the temple I charge Rs.40/=)	- making a condition
ටොම් : තිහක් දෙන්නං. (I'll pay Rs.30/=)	- sugesting
ඩ්‍රයිවර් : හා හා නගින්න (O.K. O.K. Get in)	- agreeing

Grammar

Conditionals - නං form

LESSON PLAN I

Estimated Time	1 hour 25 minutes
Objective	At the end of the lesson the students will be able to use the grammar to find out information from Sri Lankans
Teaching Point	**Grammar:** Conditionals - නං form
Materials needed	Picture dialogues, listening strips, speaking strips, problem solving questions on newsprint

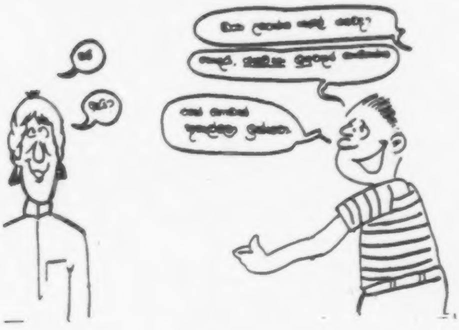
Procedure

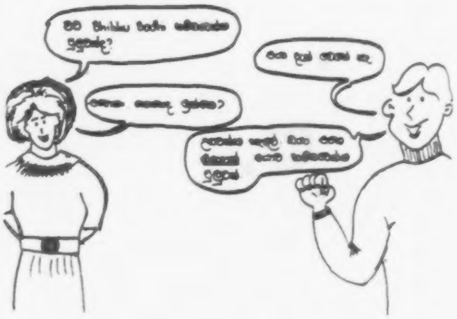
1. **Warm up/Review:** 5 mins

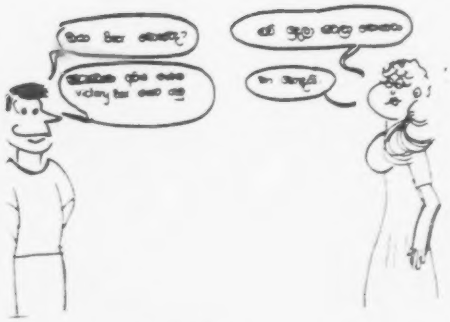
   Review past tense verbs.

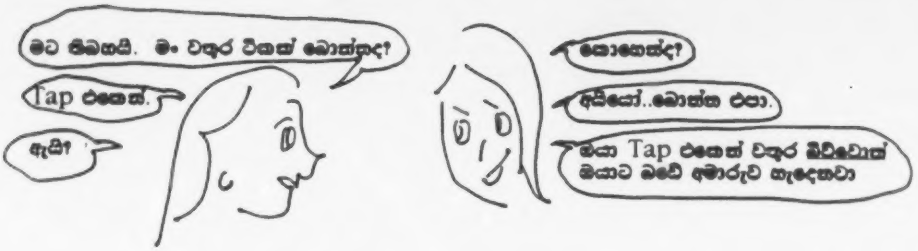
2. **Presentation:** 15 mins

   Introduce the grammar using picture dialogues.








මට තිබහයි. මං වතුර ටිකක් බොන්නද?
කොහෙන්ද?
Tap එකෙන්.
අයියෝ..බොන්න එපා.
ඇයි?
ඔයා Tap එකෙන් වතුර බිව්වොත් ඔයාට බඩේ අමාරුව හැදෙනවා

**Present the meaning very clearly.*

3. Practice:

Listening - **15 mins**

1. Write the following sentences on strips and cut them into two halves so that the conditional clauses and the main clauses are separated. Mix them up and place it on the table. Ask the students to re-arrange. Then read the sentences louder and get the students to check their sentences.

ඔයා තැපැල් කන්තෝරුවට ගියොත්	මුද්දර දහයක් ගේන්න
ඔයාලා ඉන්දියන් කෑම කනවනං	Paivas එකට යන්න
පත්තරේ ගෙනාවොත්	අපිටත් බලන්න දෙන්න
Corey එනවනං	Jessi ත් එනවා
ඔයා Pizza හැදුවොත්	මටත් දෙන්න
ඔයාලා කාඩ් සෙල්ලං කරනවනං	මට කතාකරන්න
ඔයා අරක්කු බොනවනං	තාත්තාගෙන් අහනවා

Listening & Speaking - **10 mins**

1. Read out the following sentences one by one and ask the students to make conditional clauses.

- Dr Shiro එනවා. Shots දෙනවා.
- පොලිසියෙන් එනවා. හොරු දුවනවා
- ටවුමට යනවා. ගවුමක් ගන්නවා
- අද Corey එනවා. Traineesලා එක්ක කතා කරනවා
- පර්ත් movie ගේනවා. අපිට බලන්න පුළුවන්.
- Kapila එනවා. Mail ගේනවා etc.

Speaking - **15 mins**

1. Write the following clues on paper strips. Make enough sets so that one pair gets one set. Students work in pairs and picks up a clue to make a conditional clause.

Chocolate - මහත් වෙනවා

පාලිත - ලියුං ගේනවා

ගොඩක් බීයර් - වමනෙ යනවා

වැස්ස - ක්‍රිකට් ගහන්න බෑ

උණ - පැනඩෝල් බොනවා

කපිල - රැස්වීමක් තියෙනවා

4. **Application (use):** **15 mins**

Write the following problem solving questions on board. Ask students to sit in a circle and solve the problems in their own ways.

- What would you bring if you go to a birthday party?
- What would you do if you go to a temple?
- What would you do if you get $ 10000 from the USAID as a donation?
- When you go to Colombo, if your bus breaks down, what would you do?
- What would you do if your camera gets lost at the beach?

5. **Assessment (Task):** **10 mins**

Ask the students to go out and find out what some Sri Lankans would do if they win a lottery of Rs 100,000.

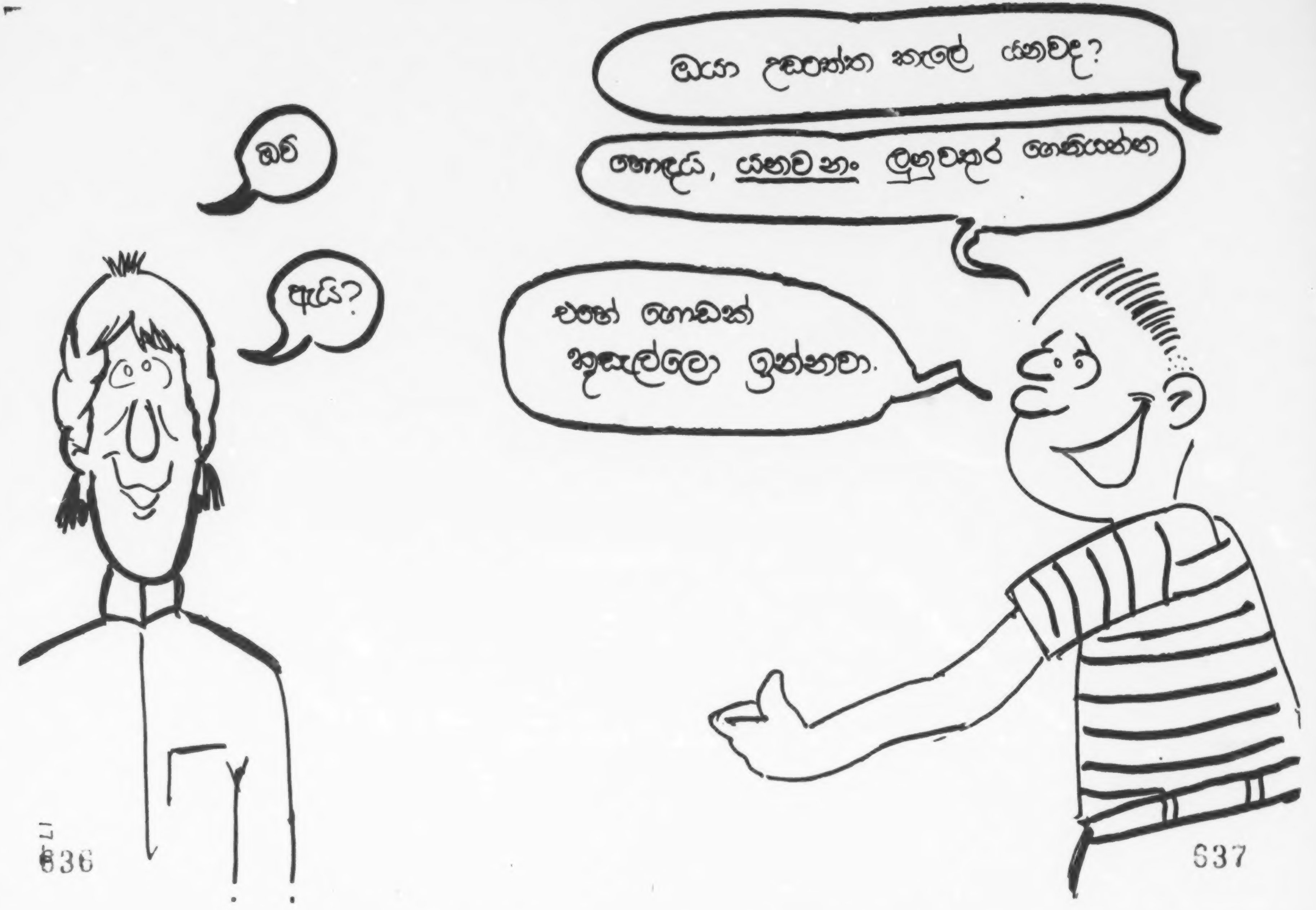
6. **Contingency Plan:**

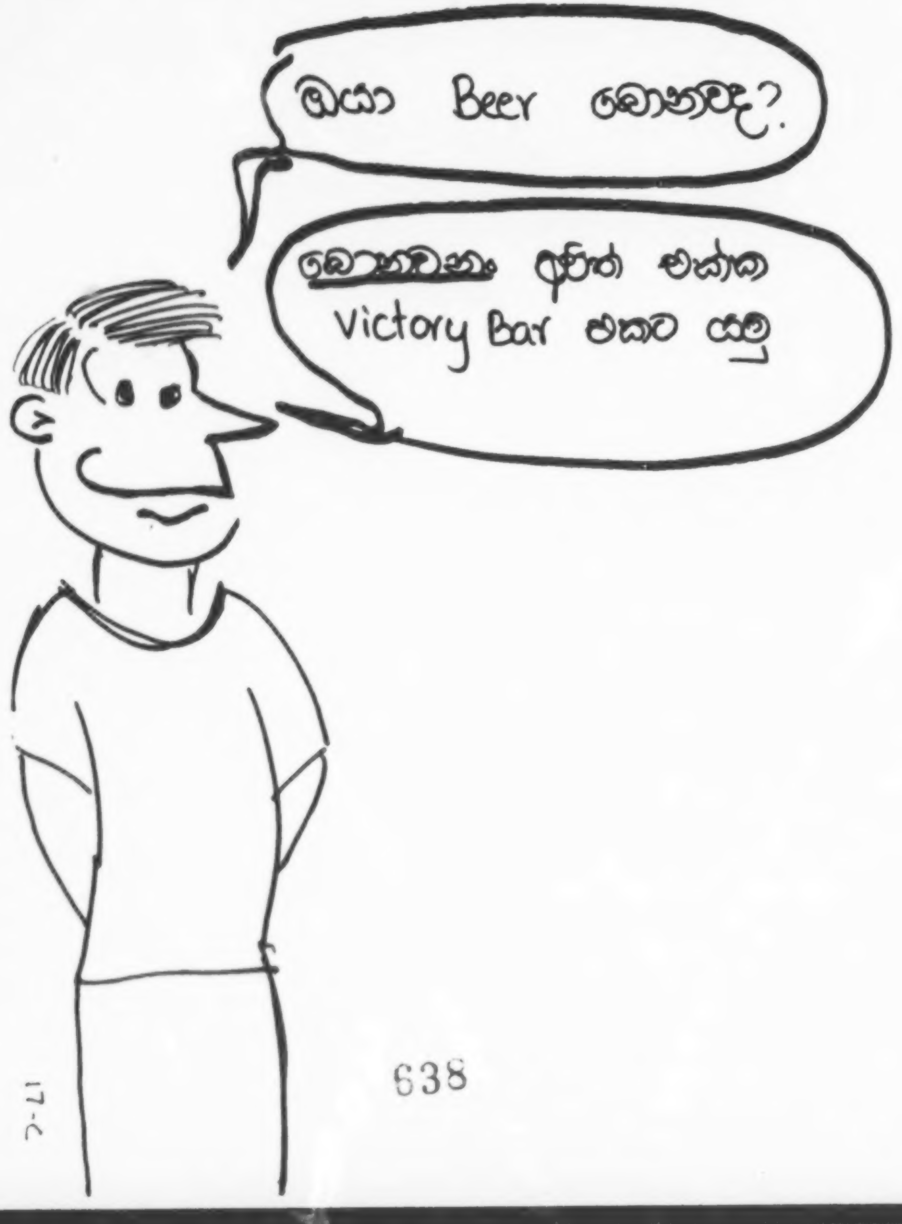
7. **Comments/Self Evaluation**

GRAMMAR NOTE

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


ඔයා උඩරැත්ත කැලේ යනවද?
ඔව්
ඇයි?
එහේ ගොඩක් කූඩැල්ලො ඉන්නවා.
හොඳයි, යනව නං ලුනුවතුර ගෙනියන්න


ඔයා Beer බොනවද?
බොනවනං අපිත් එක්ක Victory Bar එකට යමු

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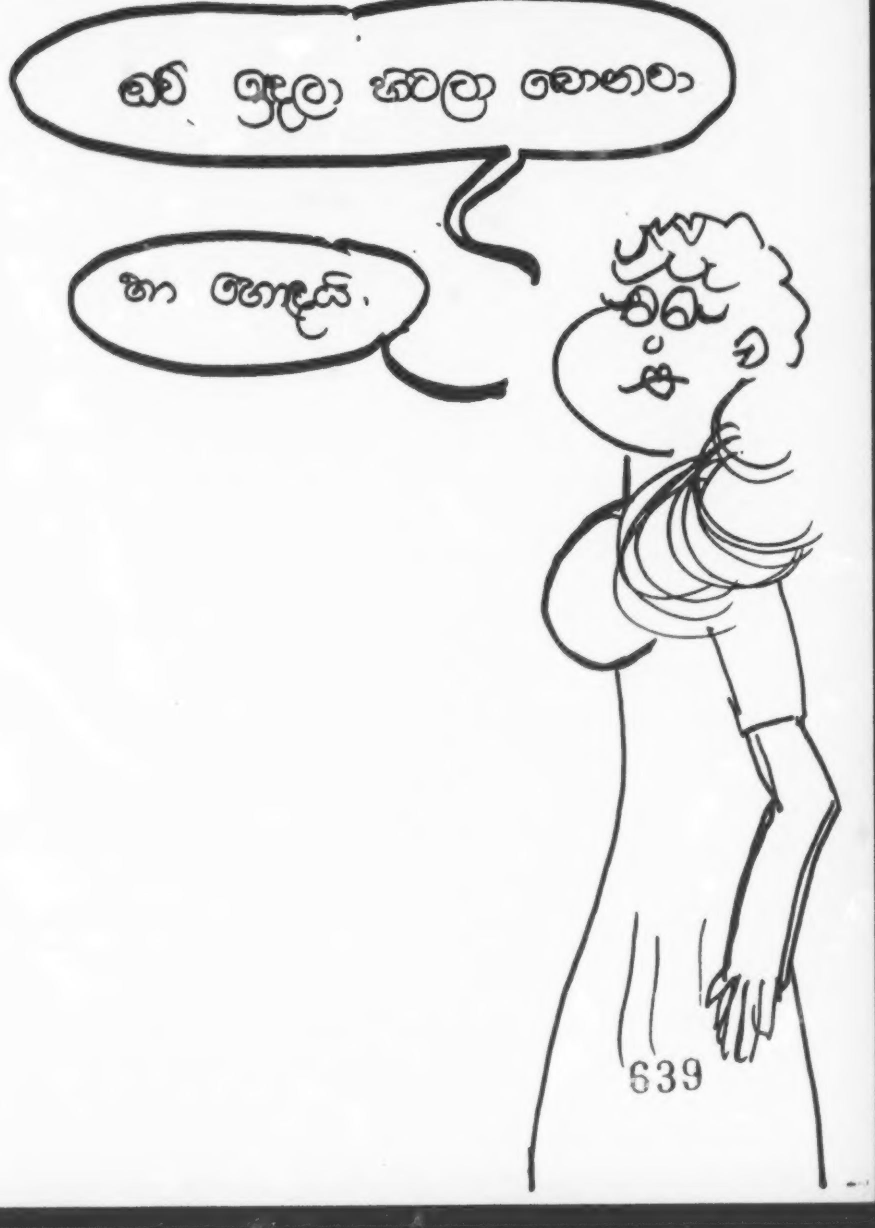
ඔව්. ඉඳලා හිටලා බොනවා
හා හොඳයි.

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17-C

K

Topic XI: Communication

Competencies		Page
(1)	To find out business hours in the Post Office: Dialogue I	01-09
(2)	To make a telephone call: Dialogue I	10-12

Communication

Competency : **To find out business hours in the Post Office**

Situation : At the entrance to the Post Office

Dialogue

Roles: PCT/Sri Lankan	Functions
ජේසිකා : කීයේ ඉඳලා කීය වෙනකං තැපැල් කන්තෝරුව ඇරලා තියෙනවද? කමල් : අටේ ඉඳලා පහ වෙනකං	- inquring - giving information

Vocabulary

මුද්දර
ලියුං කවර
ලියුං පෙට්ටිය
ලියුම

Grammar

V(stem) + කං - until

LESSON PLAN I

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play exercise
Teaching Point	Vocabulary: මුද්දර ලියුං කවර ලියුං පෙට්ටිය ලියුම
Materials needed	Realia, pictures, stamp ladder board, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review numerals.

2. **Presentation:** **10 mins**

   Present the vocabulary using realia and pictures.

   Introduce රුපියලේ මුද්දරයක්. රුපියල් දෙකේ මුද්දර දෙකක්. සත පහේ මුද්දර etc... using realia.

3. **Practice:**

   Listening - **10 mins**

   1. Distribute the realia and the pictures among the students and ask them to show you the correct item when you say the name of it.

   2. Listening Cloze: Students listen to the passage and underline the correct answer.

> මෙලිස්සා හැම සති අන්තෙම එයාගේ යාලුවන්ට (ලියුම් කවර/මුද්දර/ලියුම්) ලියනවා. ලියුම් ලියලා (ලියුම් කවරෙක/ලියුම් පෙට්ටියක/මුද්දරේක) දාලා (ලියුමට/ලියුම් පෙට්ටියට/ලියුම් කවරෙට) දානවා. ලියුම් පෙට්ටියට දාන්න ඉස්සෙල්ලා එයා (ලියුම/මුද්දර/ලියුම් පෙට්ටිය) අලවනවා.

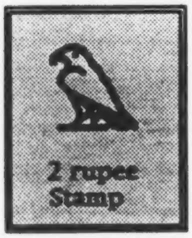
Listening & Speaking - **10 mins**

1. Collect the pictures and the realia. Show the students an item and a number. Ask them to complete the following sentence using the number and the name of the item. Later you can add more items.

Model Sentence:

මම තැපැල් කන්තෝරුවට ගිහිල්ලා ________ ________ ________ ගත්තා.

Teacher shows



Students say:

මම තැපැල් කන්තෝරුවට ගිහිල්ලා රුපියල් දෙකේ මුද්දර දෙකක් ගත්තා.

Speaking - **15 mins**

Stamp Ladder Game:

Make a game board using prices of stamps. Have one for each pair. Ask the students to play the game by throwing dice and moving markers accordingly. For example: Student A throws one die and moves her/his marker to a 50 cent stamp square. Then Student B asks **මොනවද ඕනෙ?** and Student A says **මට සත පනහෙ මුද්දරයක් දෙන්න**. The game continues until one student reaches the last number.

4. Application (use): **10 mins**

Role Play:

Roles: PCT/Clerk
Situation: At the Post Office
Purpose: PCT wants to buy 5 two rupee stamps, 2 stamped envelopes, 10 aerogrammes, and he/she wants to register a letter. He/She speaks to the clerk at the counter.

5. **Assessment (Task):**

Send the students to the nearest Post Office to buy some items learnt above.

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

LESSON PLAN II

Estimated Time	1 hour
Objective	At the end of the lesson the students will be able to use the grammar in a given role play exercise
Teaching Point	Grammar: V(present adj) + කං - until
Materials needed	Picture dialogues, paper strips, role play cards

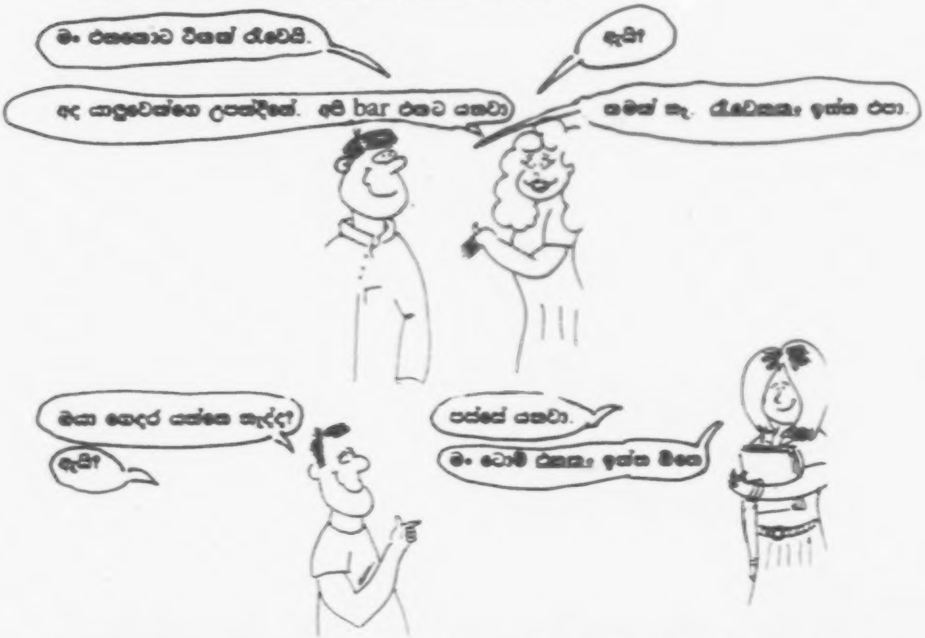
Procedure

1. **Warm up/Review:** **5 mins**

   Review the present verbal adjective forms.

2. **Presentation:** **15 mins**

   Present the grammar using a picture dialogue.



Present more examples and elicit the meaning and the rule from the students.

3. Practice:

Listening - **10 mins**

1. Read out some sentences using the structure and get the students to choose the correct meaning from the MC Questionnaire.

   1. ටොම් එනකං අපි කෑවේ නෑ. ඒ කියන්නේ
      - a. එයා එන්න ඉස්සෙල්ලා අපි කෑවා
      - b. එයා එනකොට අපි කනවා
      - c. එයා ආවට පස්සෙ අපි කෑවා
   2. කපිල එනකං අපිට ලියුම් නෑ. ඒ කියන්නේ...
      - a. කපිල තාම ආවේ නෑ
      - b. කපිල ඇවිල්ලා
      - c. කපිල ඇවිල්ලා නමුත් ලියුම් ගෙනාවේ නෑ
   3. අම්මා හැම උයනකං අපි Cards සෙල්ලං කෙරුවා. ඒ කියන්නෙ...
      - a. අම්මා හැම ඉව්වට පස්සෙ අපි Cards සෙල්ලං කෙරුවා.
      - b. අම්මා හැම උයනකොට අපි Cards සෙල්ලං කෙරුවා.
      - c. අම්මා හැම උයන්න ඉස්සෙල්ලා අපි Cards සෙල්ලං කෙරුවා.

   etc..

Listening & Speaking - **10 mins**

1. Read part of a sentence and students complete the rest.

   -ජෝර් එනකං.........
   -ඇමෙරිකාවට යනකං........
   -ඉරිදා වෙනකං..........
   -සජීව් එකට යනකං...........
   -හවස් වෙනකං............. etc..

Speaking - **10 mins**

1. Write some of the clues on paper strips and make sets for each pair. Students work in pairs and complete the sentences using appropriate endings.

4. **Application (use):** **10 mins**

Role Play:

Roles: PCT/Security Guard
Situation: At the bank
Purpose: PCT wants to find out the business hours of the bank. Security Guard responds.

5. Assessment (Task):

Send the students find out the business hours of some establishments in town.

6. Contingency Plan:

7. Comments/Self Evaluation

GRAMMAR NOTE

Temporal Clause -[illegible] :

Temporal clause with [illegible] 'until' is formed by adding [illegible] to the verbal adjective.

[illegible]	until — come/s / came
[illegible]	until — go/es / went

LESSON PLAN III

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Picture, role play cards

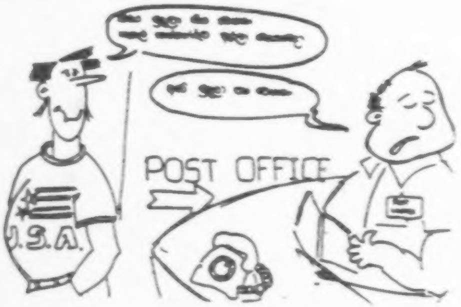
Procedure

1. **Warm up/Review:** **5 mins**

   Review all necessary vocabulary and grammar.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture.



3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue using substitutions and get the students to listen and write down the substitutions.

   Listening & Speaking - **5 mins**

   Take roles and practice the dialogue with the students.

   Speaking - **10 mins**

   Students practice the dialogue in pairs using possible substituitions.

   -the bank
   -the DELIC
   -shops in town

4. **Application (use):** **10 mins**

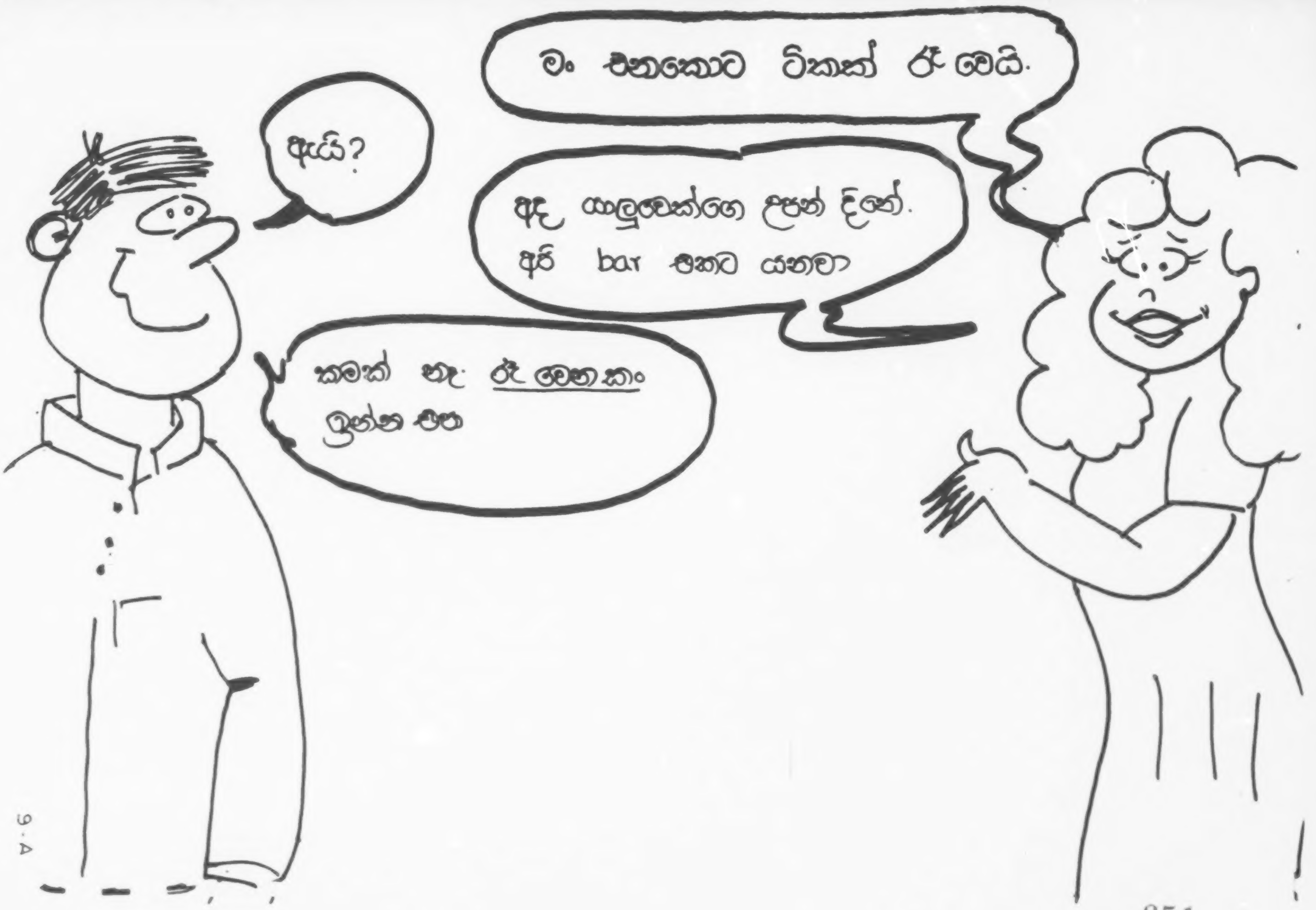
Change the dialogue into a role play and get the students to act out.

5. **Assessment (Task):**

Send the students to find out the business hours of some institutions in town.

6. **Contingency Plan:**

7. **Comments/Self Evaluation**


මං එනකොට ටිකක් රෑ වෙයි.
ඇයි?
අද යාලුවෙක්ගෙ උපන් දිනේ. අපි bar එකට යනවා
කමක් නෑ. රෑ වෙනකං ඉන්න එපා

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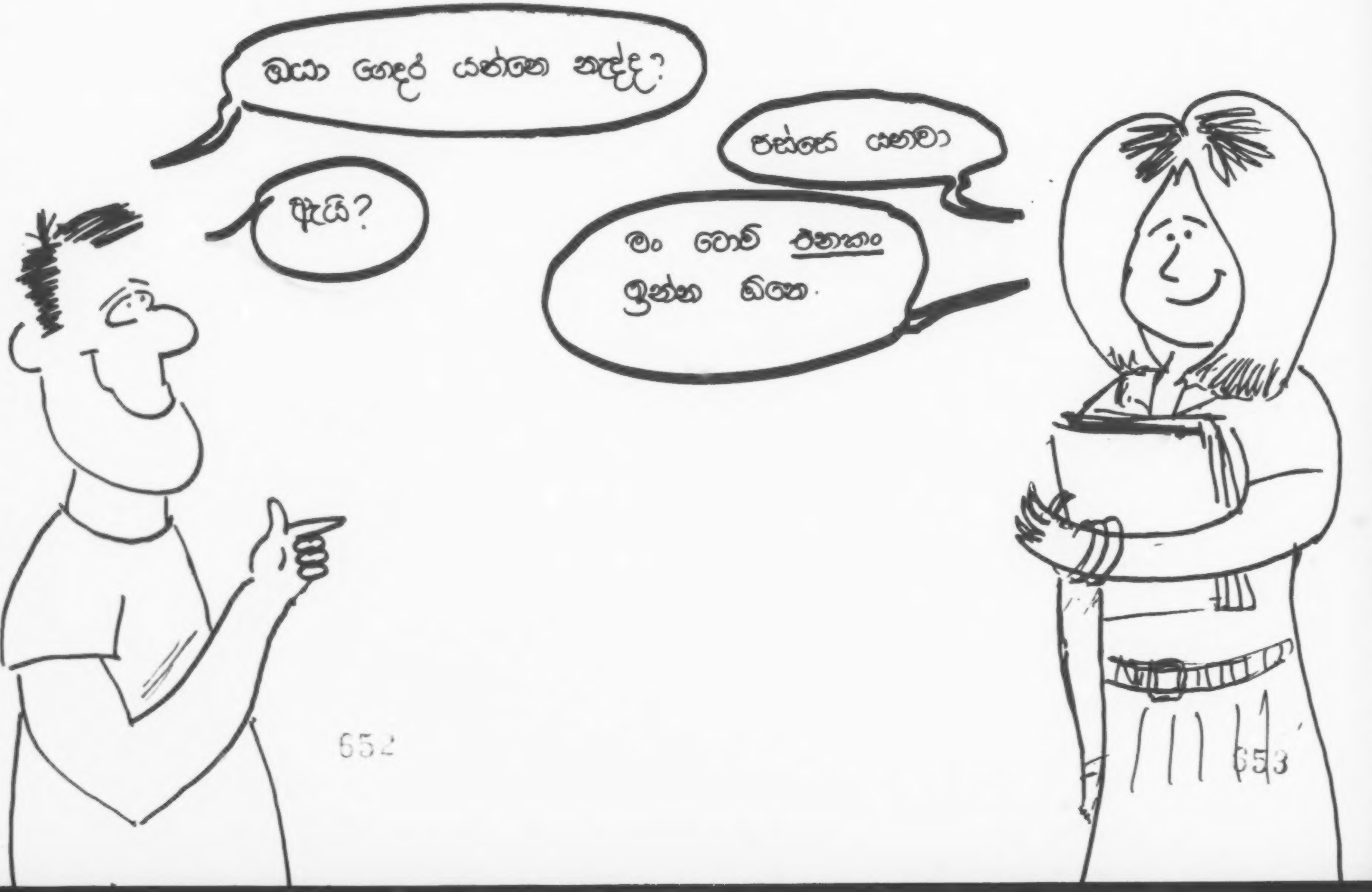
ඔයා ගෙදර යන්නෙ නැද්ද?
ඇයි?
පස්සෙ යනවා
මං ටොම් එනකං ඉන්න ඕනෙ.
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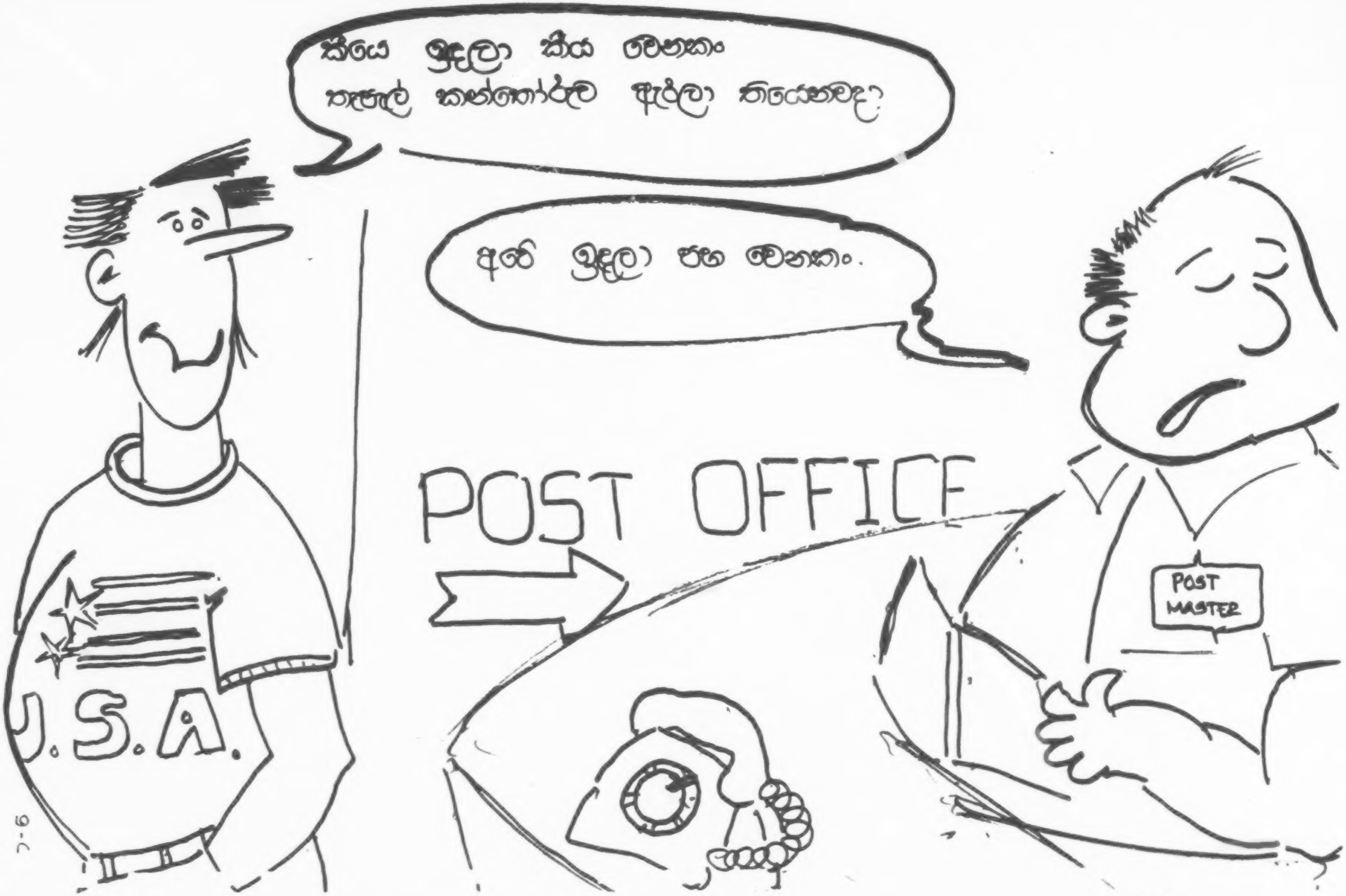

කීයෙ ඉඳලා කීය වෙනකං
තැපැල් කන්තෝරුව ඇරලා තියෙනවද?
අටේ ඉඳලා පහ වෙනකං.
POST OFFICE
U.S.A.
POST MASTER

854 855

Communication

Competency : To make a telephone call

Situation : at the post office/in a store

Dialogue

Roles: PCT/Post Master or Shopkeeper	**Functions**
ළම : මට කොළඹට ටෙලිෆෝන් කෝල් එකක් ගන්න පුලුවන්ද?	- inquring
තැපැල් මහත්තයා : නොම්බරේ මොකද්ද?	- responding
ළම : හැටනවයයි හැත්තෑඅටයි හැටපහ	- giving information

Vocabulary

numarals - cardinals

LESSON PLAN I

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given task
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

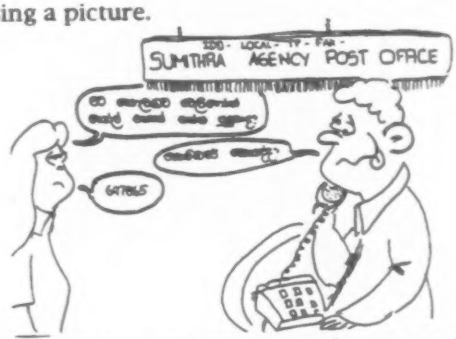
Procedure

1. **Warm up/Review:** **5 mins**

Review the numbers - cardinals.

2. **Presentation:** **5 mins**

Present the dialogue using a picture.



3. **Practice:**

Listening - **15 mins**

1. Read out telephone numbers and ask the students to write down as a dictation exercise.
2. Read out the dialogue taking both roles.
3. Change the situation to a shop and read out the dialogue and ask students write down the exchanges.

Listening & Speaking - **5 mins**

Take roles and practice the dialogue in both at the Post Office and at the shop.

Speaking - **5 mins**

Students practice the dialogue in pairs.

4. Application (use): **10 mins**

Task cards: Give pairs of students task cards. (for example: Student A: you want to talk to Bill; Student B: Bill is not at home) Have students sit back to back or where they can't see each other and practice telephone calls using toy phones.

5. Assessment (Task):

Give the phone assignments as a task. Ask them to go to the town and make phone calls to the instructors.

6. Contingency Plan:

7. Comments/Self Evaluation

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Topic XII: Housing

Competencies		Page
(1)	To locate appropriate housing: Dialogue I	01-06
(2)	To get information about rent and utilities: Dialogue I	07-11

Housing

Competency : To locate appropriate housing

Situation : Any social situation/work place

Dialogue

Roles: PCT/Teacher		Functions
ජොනාථ්	: මං පොඩි ගෙයක් හරි කාමරයක් හරි හොයනවා. (I am looking for a house or an annex.)	- giving information
සුනිල්	: මේ අවට්ද? (Somewhere around here?)	- inquring
ජොනාථ්	: ඔව්. පන්සල පැත්තේ උනත් කමක් නෑ. (Yes. Even near the temple is o.k.)	- giving information
සුනිල්	: මං හොයලා බලන්නං. (I try to find.)	- promising
ජොනාථ්	: ලොකු උදව්වක්. (It's a great help.)	- thanking

Vocabulary

උළු ටකරං පොල්අතු

ගේ කාමරේ ඇනෙක්සිය සාලේ ලැට් රින/කකුස්සිය
වහලේ බිම දොර ජනේලෙ

LESSON PLAN I

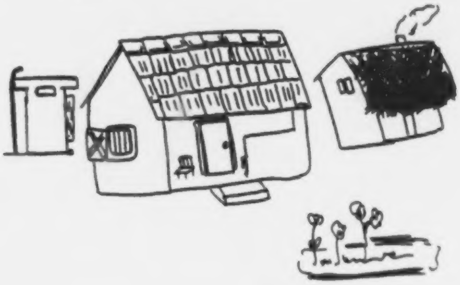
Estimated Time	i hour 10 minutes
Objective	At the end of the lesson the students will be able to ask for descriptions of houses
Teaching Point	Vocabulary: උළු ටකරං පොල්අතු ගේ කාමරේ කුස්සිය සාලේ ලැට්රින්/කක්කුස්සිය වහලේ බිම දොර ජනේලය
Materials needed	Model home, pictures, index cards

Procedure

1. **Warm up/Review:**

2. **Presentation:**

Present the vocabulary using a model house or a picture showing all the vocabulary items above. You could also get some examples from the room.



3. **Practice:**

Listening -

1. Write the English words of the above on index cards with pictures and distribute them among the students. Ask the students to show you the correct card when say the vocabulary item in Sinhala.

House	Hall	Room	Kitchen	door

etc...

2. Ask the students to listen to the following cloze passage and fill in the missing words.

> ජූල්ස් ඉන්නෙ හුනුවල. එයාට පොඩි ගෙයක් තියෙනවා. එයාගේ ගෙදර, කාමරෙකුයි, සාලෙකුයි, කුස්සියකුයි තියෙනවා. වහලේ උළු තියෙනවා. බිම සිමෙන්ති දාලා. එයා එලියට යනකොට දොර වහලා යතුර ගෙනියනවා. එයාගේ ලැට් එක තියෙන්නෙ ගේ පිටිපස්සෙ. ජූල්ස්ගෙ ගමේ පොඩි ඉස්කෝලයක් තියෙනවා. ඒක හදලා තියෙන්නෙ පොල් අතු වලින්. ඒ නිසා එයා ටකරං දාලා අලුත් ඉස්කෝලයක් හැදුවා.

Listening & Speaking -

1. Ask questions based on the passage and get the students to answer the them.

-ජූල්ස් ඉන්නේ කොහෙද?
-එයාගෙ ගෙදර ලොකුද?
-එයාගෙ ගෙදර කාමර කීයක් තියෙනවද?
-එයාගෙ ගෙදර සාලයක් තියෙනවද?
-එයාගෙ කාමරේ තියෙන්නෙ මොනවද?
-එයාගෙ ගමේ ඉස්කොලේ වහලට දාලා තියෙන්නෙ මොනවද?
-එයා අලුතෙන් හදන ඉස්කෝලේ වහලට දාන්නෙ මොනවද?

Speaking -

1. Teacher show the above index cards and students say the words.

4. Application (use)

Ask the students to describe their house in America

මගේ ඇමෙරිකාවේ පවුලේ ගෙදර ලොකුයි. එගේ නිදන කාමර තුනකුයි කුස්සියකුයි ලොකු සාලෙකුයි තියෙනවා. ලෑට් එක තියෙන්නෙ කාමරේ ඇතුලේ...etc.

Use the completed listening exercise as a guide to make descriptions.

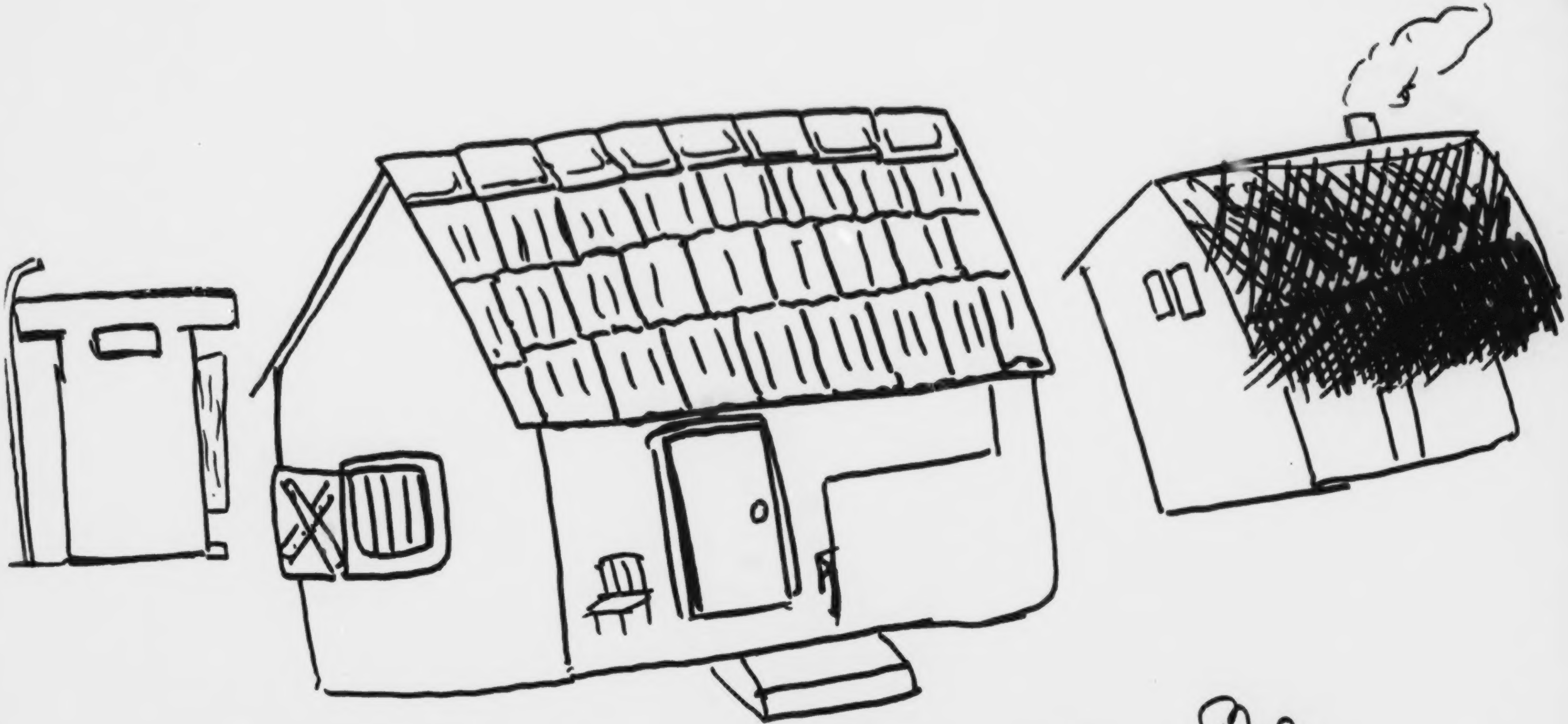
5. Assessment (Task):

Send the students to meet some Sri Lankans and ask the description of their houses. Later they come and report to the class.

6. Contingency Plan:

Put pictures or words of different rooms and facilities in a house or apartment in different places in the classroom (e.g., bedrom, living room, kitchen, bathroom, etc..). Review these rooms and facilities. Ask, කුස්සිය කොහෙද?. The students point the to the picture or word called and say මෙහෙ. අරහෙ. එළියේ etc. Students take turns asking each other for the location of different rooms and facilities.

7. Comments/Self Evaluation



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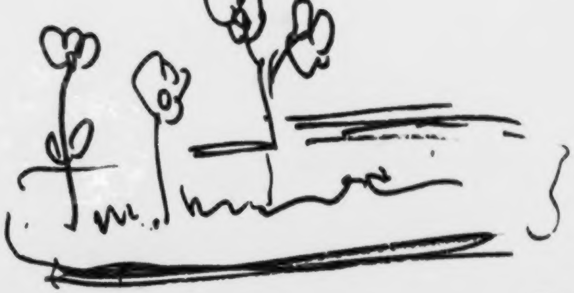

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LESSON PLAN II

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue

Procedure

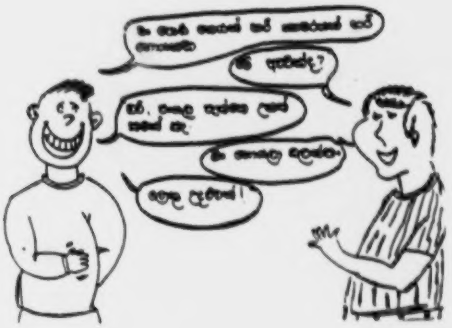
1. **Warm up/Review:** **5 mins**

   Review all the necessary vocabulary and grammar.

2. **Presentation:** **15 mins**

   Introduce the vocabulary: [illegible]. [illegible]. [illegible] [illegible]. [illegible] [illegible] using pictures and picture dialogues. Introduce the phrase ලොකු උදව්වක්.

   Introduce the dialogue using a picture depicting a PCT asking a friend to locate a house near by.



3. **Practice:**

   Listening - **10 mins**

   Read out the dialogue several times for the students to listen to the different intonation patterns.

   Use possible substitutions and read again.

Listening & Speaking - 10 mins

Get the students to repeat the dialogue after you. In groups and then individually.

Take roles and practice the dialogue with the students.

Speaking - 10 mins

Students practice the dialogue in pairs.

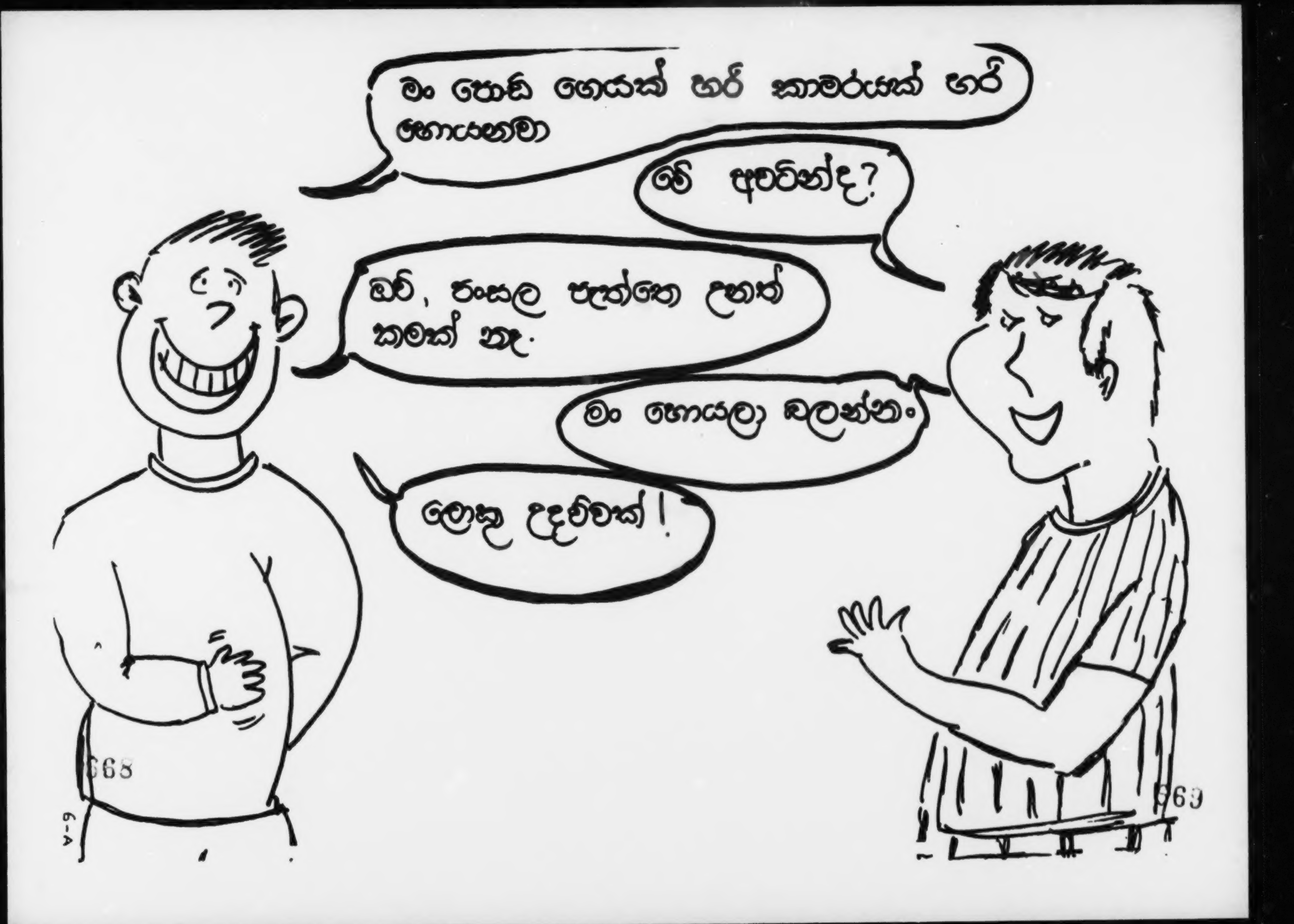
4. Application (use):

Design a role-play and adminster.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


මං පොඩි ගෙයක් හරි කාමරයක් හරි හොයනවා
මේ අවටින්ද?
ඔව්, පංසල පැත්තෙ උනත් කමක් නෑ.
මං හොයලා බලන්නං
ලොකු උදව්වක්!
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6-A

Housing

Competency : To get information about rent and utilities

Situation : In the landlord's home

Dialogue

Roles: PCT/Teacher	Functions
ස්වේච්ඡා : ගෙවල් කුලිය කීයද? (How much is the rent?)	- asking for information
ගෙවල් අයිතිකාරයා : ඒකනං ඉතිං පස්සේ කතාකරගමුනෙ. (We can discuss it later. Can't we?)	- suggesting
ස්වේච්ඡා : එහෙම නෙමෙයි. ඒ ගැන දැං කතාකරගත්තම ලේසියි. That's not the way. It is easy for both parties if we discuss it now.)	- controdicing
ගෙවල් අයිතිකාරයා : එහෙනං මාසෙකට රුපියල් දාහක්. වැඩිද? (Ifso, Rs.1000 per month. Is it too much?)	- agreeing
ස්වේච්ඡා : ලී බඩුත් එක්ක ද? (With furniture. Isn't it?)	- inquiring
ගෙවල් අයිතිකාරයා : ඔව්. (Yes.)	- giving information
ස්වේච්ඡා : හොඳයි. ඒ ගාන වැඩි නෑ. (o.k. It's a fair deal)	- agreeing

Vocabulary

ගෙවල් කුලිය ලී බඩු ඇඳ පුටු මේසේ ලාම්පු
වලං පිඟං ලිප හිරමණේ

Topic: Housing

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the new vocabulary items in a communicative drill execise
Teaching Point	**Vocabulary:** ගෙවල් කුලිය [illegible] ඇඳ පුටු මේසේ ලාම්පු වලං පිඟං ලිප [illegible]
Materials needed	Pictures, paper strips,

Procedure

1. **Warm up/Review:** **5 mins**

   Show and talk about some typical Sri Lankan houses and the furniture and other decorative items they might have.

2. **Presentation:** **15 mins**

   Introduce ගෙවල් කුලිය using a picture .

මාසෙකට රුපියල් 1000යි

Introduce all the other vocabulary items using pictures.

Introduce both singular and plural form of the new words.

3. **Practice:**

   Listening - **15 mins**

   1. Distribute the pictures among the students and ask the students to show you correct picture when you say aloud.

2. Listening Cloze:

කැරන් ස්වේච්ඡා සේවිකාවක්. එයා ඉන්නෙ මාතර. එයා තනියම ඉන්න නිසා එයාට කෑම උයන්න වළං කෑම කන්න පිඟං තියෙනවා. ගෙදර electricity නැති නිසා ලාම්පු පත්තු කරනවා. එයාට ගෑස් ලිපකුයි දර ලිපකුයි තියෙනවා. ගෙදර ගොඩක් ලොකු නෑ. හැබැයි ඇඳකුයි පුටු දෙකකුයි මේසෙකුයි තියෙනවා. එයාට තාම හොඳට පොල් ගාන්න බෑ. එයා හිරමණේ පාවිච්චි කරන්න පුරුදුවෙනවා. එයා ඉන්න ගෙදරට මාසෙකට රු 1500ක් ගෙවල් කුලී ගෙවනවා.

Listening & Speaking - **10 mins**

1. Say a related word and get the students to say correct vocabulary.

e.g. Tr: වාඩිවෙනවා Ss: පුටුව
Tr: පොල් ගානවා Ss: හිරමණේ etc..

Speaking - **10 mins**

1. Students work in pairs. One student says a vocabulary item and the other student says what do we do with it.

Student A: ලිප Student B: උයනවා .
Student A: හිරමණේ Student B: පොල් ගානවා etc..

4. Application (use): **10 mins**

Ask the students to practice the following drill using substitutions.

Student A: වළං පාවිච්චි කරන්නෙ මොනවටද?
Student A: කෑම උයන්න

5. Assessment (Task):

Ask the students to find out names of some other items used in Sri Lankan homes.

6. Contingency Plan:

Show pictures of typical housing in Sri Lanka and have students choose the one they would prefer and tell why. Example:

Student A: මම මේ ගෙදරට කැමතියි.
Student B: ඇයි?
Student A: එකේ ලොකු සාලයක් තියෙන නිසා.

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	45 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play.
Teaching Point	**Dialogue**
Materials needed	Picture, role play cards

Procedure

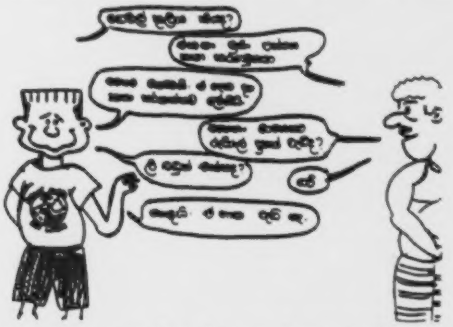
1. **Warm up/Review:** **5 mins**

   Review all necessary vocabulary items and phrases.

2. **Presentation:** **5 mins**

   Introduce the phrases- **[illegible]**

   Introduce the dialogue using a picture depicting a landlord and PCT at a Sri Lankan house.



3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue several times for the students to listen.

   Listening & Speaking - **5 mins**

   Take roles and practice the dialogue with the students.

   Speaking - **10 mins**

   Students practice the dialogue in pairs.

4. Application (use): **15 mins**

Role Play:
Roles: PCT/Landlord/Landlady
Situation: At a Sri Lankan home.
Purpose: PCT wants to find a house to live after the site placements. He/She meets this Landlord and negotiate a deal to rent the house. PCT inquires rooms, facilities and charges. Landlord shows around the house and responds to questions asked.

5. Assessment (Task):

Ask the students to find out rents for different kinds of houses in the area.

6. Contingency Plan:

Landlord / Tenant Game: Write sets of cards with information about places to rent on them.

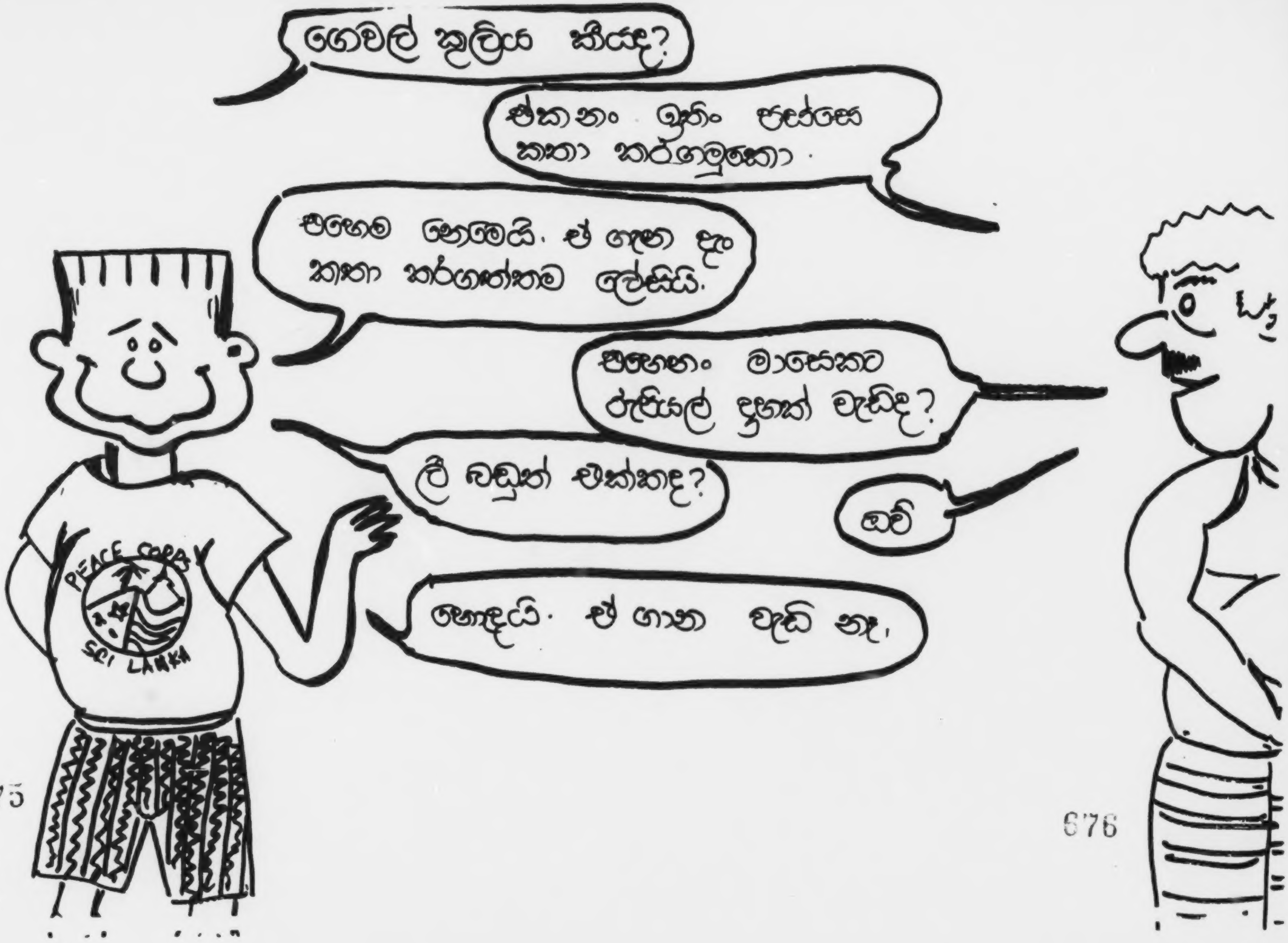
Sample Cards:

Landlord:
-2 bedroom annex
-utilities included
-furnished
-deposit required
-Rs. 2000 per month

Tenant:
-2 bedroom annex.
-utilities included
-furnished
-deposit required
-Rs 2000 per month

Change the information in the other sets. Make enough sets so that half of the students can be landlords and other half tenants. Distribute the cards. Have the landlords sit in a row on one side of the room. Have the tenants go around to the landlords and ask questions about the places for rent. When the tenant finds a landlord who matches the information on his card, the tenant sits down next to the landlord.

7. Comments/Self Evaluation


ගෙවල් කුලිය කීයද?
ඒක නං ඉතිං පස්සෙ කතා කරගමුකො.
එහෙම නෙමෙයි. ඒ ගැන දැං කතා කරගත්තම ලේසියි.
එහෙනං මාසෙකට රුපියල් දාහක් වැඩිද?
ලී බඩුත් එක්කද?
ඔව්
හොඳයි. ඒ ගාන වැඩි නෑ.
PEACE CORPS
SRI LANKA

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II-A

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Topic XIII: Employment

Competencies		Page
(1) To describe his/her Peace Corps assignment:		
	Dialogue I	01-05
	Dialogue II	06-16

Employment

Competency : **To describe his/her Peace Corps assignment**

Situation : Sri Lankan home/Any social situation

Dialogue I

Roles: PCT/Sri Lankan			Functions
සුනිල්	:	**ලංකාවේ කරන්නෙ මොකවද?** (What are you doing in Sri Lanka?)	- asking for information
ටිම්	:	**ඉංග්‍රීසි ගුරු විද්‍යාලෙ ගුරුවරු පුහුණු කරනවා.** (I am training English teachers at English Teacher training College)	- giving information

Vocabulary

අධ්‍යාපනය
අධ්‍යාපන අමාත්‍යාංශය
ගුරු විද්‍යාලේ
අනුබද්ධ විශ්ව විද්‍යාලේ

පුහුණු කරනවා
සිවාවු
සිවාවු සාලේ
වෙලීස් එක

Phrases

වැඩ වැඩියි
වැඩ නෑ
හිතං ඉන්නවා

Idioms

අයිස් ගහනවා

LESSON PLAN I

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary items to describe their work
Teaching Point	Vocabulary: අධ්‍යාපනය අධ්‍යාපන අමාත්‍යාංශෙ ගුරු විද්‍යාලේ අනුබද්ධ විශ්ව විද්‍යාලේ පුහුණු කරනවා නිවාඩු නිවාඩු කාලේ වෙලීස් එක
Materials needed	Pictures, listening grids

Procedure

1. **Warm up/Review:** **5 mins**

   Talk about students work places and get to know where everybody is going to be working.

2. **Presentation:** **15 mins**

   Introduce අධ්‍යාපන අමාත්‍යාංශෙ ගුරු විද්‍යාලෙ අනුබද්ධ විශ්ව විද්‍යාලේ වෙලීස් එක using pictures and translations.

   Introduce පුහුණු කරනවා using a picture.

   Introduce නිවාඩු නිවාඩු කාලේ using a calendar.

3. **Practice:**

   Listening - **15 mins**

   1. Students listen a passage and fill in the grid with appropriate numbers.

> ලංකාවේ ස්වේච්ඡා සේවකයො 50 ක් ඉන්නවා. තිස් දෙනෙක් අධ්‍යාපන අමාත්‍යාංශෙ වැඩ කරනවා. ඒකෙන් තුන් දෙනෙක් ගුරු විද්‍යාලෙ ගුරුවරු පුහුණු කරනවා. තව දහ අට දෙනෙක් වෙලීස් එකේ උගන්නනවා. ඉතුරු හත් දෙනා අනුබද්ධ විශ්ව විද්‍යාලවල වැඩ කරනවා.

Listening Grid:

ආයතනය	ස.සේ. ගණන
ගුරු විද්‍යාලෙ	
පොලිස් එකේ	
අනුබද්ධ විශ්ව විද්‍යාලවල	
අධ්‍යාපන අමාත්‍යාංශෙ	

Listening & Speaking - 10 mins

1. Students listen to clues and say the institutions.

   1. එකේ ගුරුවරු ඉගෙනගන්නවා.
   2. එකේ ගුරුවරු වෙන්න ඉන්න අය ඉංග්‍රීසි ඉගෙනගන්නවා.
   3. රට විශ්ව විද්‍යාලයක් වගේ etc..
   4. එදාට වැඩ කරන්නේ නෑ etc..

Speaking - 10 mins

1. Students practice the following dialogues using all the above learnt words.

Student A: ඔයා වැඩ කරන්නෙ කොහෙද?
Student B: නුවර පොලිස් එකේ
Student A: ඒක මොන අමාත්‍යාංශෙද?
Student B: අධ්‍යාපන අමාත්‍යාංශෙ.

4. Application (use): 10 mins

Students give a description of their work place and about their work.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	40 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Picture dialogue, role play cards

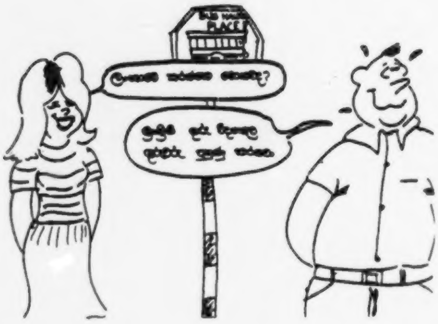
Procedure

1. **Warm up/Review:** **5 mins**

   Review the relavant vocabulary.

2. **Presentation:** **5 mins**

   Present the dialogue using a picture dialogue.



3. **Practice:**

   Listening - **5 mins**

   Read out the dialogue several times for the students to listen.

   Listening & Speaking - **5 mins**

   Take roles and practice the dialogue using substitutions.

   Speaking - **10 mins**

   Students practice the dialogue in pairs

4. Application (use): 10 mins

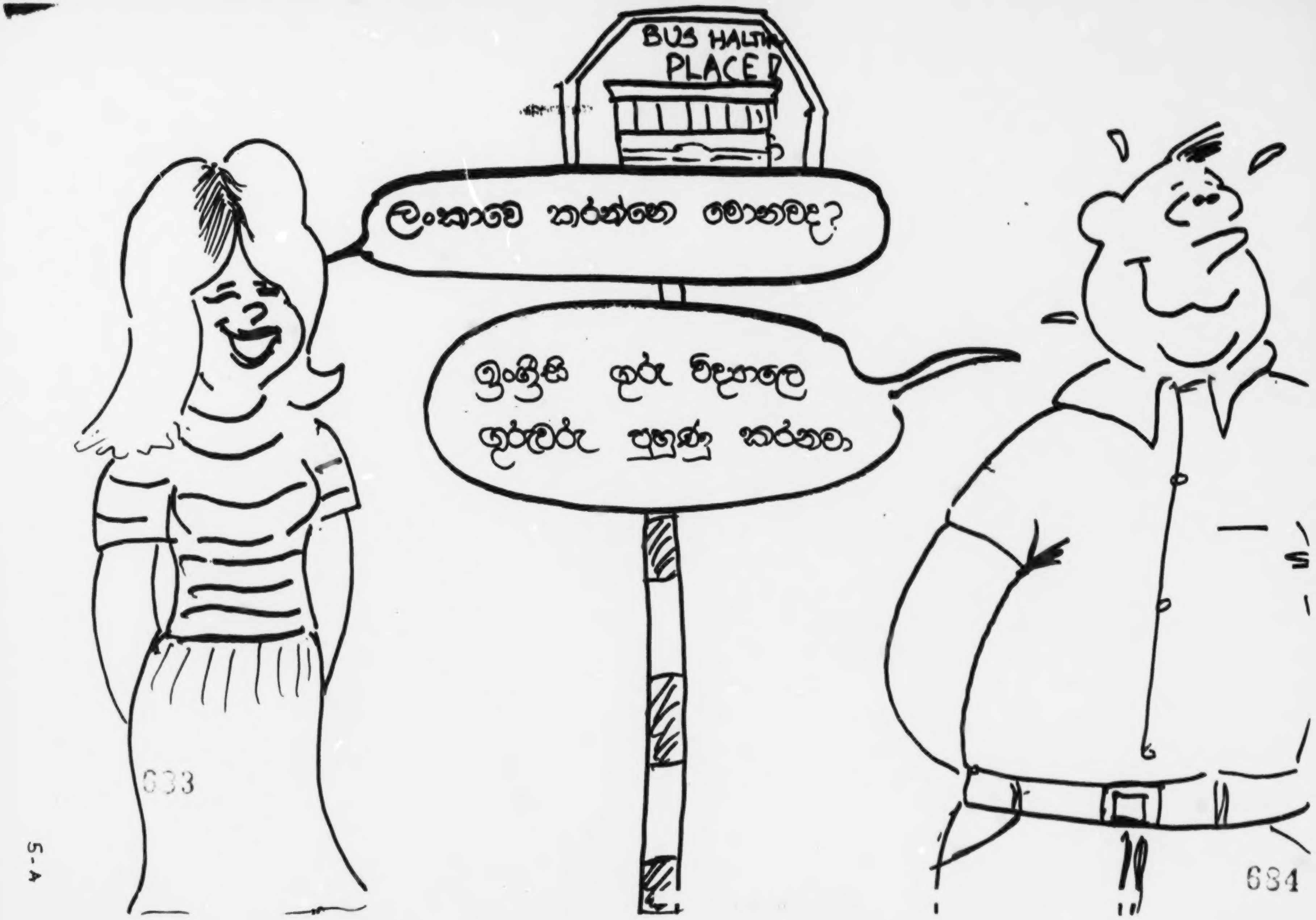
Role Play:

Roles: PCT/Sri Lankan
Situation: Any social situation
Purpose: The Sri Lankan is inquisitive to find out details of the PCT and ask all kinds of questions including question about work. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


BUS HALTIN
PLACE
ලංකාවෙ කරන්නෙ මොනවද?
ඉංග්‍රීසි ගුරු විද්‍යාලෙ ගුරුවරු පුහුණු කරනවා

633

684

5-A

Employment

Competency : **To describe his/her Peace Corps assignment**

Situation : Sri Lankan home/Any social situation

Dialogue II

Roles: PCT/Sri Lankan	Functions
සුනිල් : ඔය පීස්කෝ් එක මොනවගෙ සංවිධානයක්ද? (What kind of organization Peace Corps is?)	- asking for information
ටිම : ඒක ඇමරිකන් තානාපති කාර්යාලයට සම්බන්ධ කරපු ජාත්‍යන්තර ස්වේච්ඡා සංවිධානයක්. (It is an international voluntary organization attached to the American Embassy.)	- giving information
සුනිල් : එහෙනං මහත්තයාට ලොකු පඩියක් හම්බවෙනවා ඇති නේද? (Then, you may be drawing a good salary. Isn't that so?)	- asking for information
ටිම : නෑ. මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නෑ. ලැබෙන්නේ දීමනාවක් විතරයි. (No. I am a volunteer. So that I am not paid. I get only an allowance.)	- giving information

Vocabulary

ආණ්ඩුව
තානාපති කාර්යාලය
සංවිධානය
පීස්කෝ් අරමුණු 3

පඩිය
දීමනාව
වියදං

පඩි ගෙවනවා
පඩි හම්බවෙනවා
වියදං කරනවා
නිකං වැඩ කරනවා

Grammar

V (present tense) + ඇති (Likely)
V (Emphatic) + emphasized item + විතරයි

LESSON PLAN I

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the vocabulary in a given role play
Teaching Point	Vocabulary: ආණ්ඩුව පඩිය පඩි ගෙවනවා තානාපති කාර්යාලය දීමනාව පඩි හම්බවෙනවා සංවිධානය වියදං වියදං කරනවා පීස් කෝර් අරමුණු 3 නිකං වැඩ කරනවා
Materials needed	Pictures, listening grid, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review the vocabulary from the previous lesson.

2. **Presentation:** **10 mins**

   Introduce the vocabulary using pictures and translations.

3. **Practice:**

   Listening - **15 mins**

   1. Students listen to the following passage and fill in the missing words.

> පීස් කෝර් සංවිධානය ස්වේච්ඡා සේවා සංවිධානයක්. මෙක ලංකාවේ ආණ්ඩුව එක්ක වැඩ කරනවා මේ සංවිධානෙ ඇමෙරිකානු තානාපති කාර්යාලයට සම්බන්ධ එකක්. ලංකාවේ දැනට ස්වේච්ඡා සේවකයො 54 දෙනෙක් ඉන්නවා. මෙයාලා ලංකාවේ ගොඩක් පළාත්වල වැඩකරනවා. මෙයාලට පඩියක් හම්බවෙන්නෙ නෑ. එයාලට හම්බවෙන්නෙ දීමනාවක්. එයාලා නිකං වැඩකරනවා.

   Listening & Speaking - **10 mins**

   1. Students answer questions like the following based on the above passage.

-පීස්කෝ සංවිධානය මොන සංවිධානයක්ද?
-මේ සංවිධානය වැඩ කරන්නෙ කා එක්කද?
-මේ සංවිධානය සම්බන්ධ මොන කාර්යාලයටද?
-දැනට ලංකාවේ ස්වේච්ඡා සේවකයෝ කීදෙනෙක් ඉන්නවද?
-මෙයාලට පඩියක් හම්බවෙනවද?
-මෙයාලට හම්බවෙන්නෙ මොකද්ද?

Speaking -

1. Write questions like the above on pieces of paper and make sets. Give one set to each pair. Student work pairs. One student picks up a strip and asks the question and other answers.

4. Application (use): **10 mins**

Role Play:

Roles: PCT/Sri Lankan
Situation: Any social situation/any formal situation
Purpose: Sri Lankan asks lots of questions about the organisation and personal questions about the salary etc.. PCT responds.

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation

LESSON PLAN II

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar in a given task
Teaching Point	**Grammar:** V (present tense) + ඇති (Likely)
Materials needed	Picture dialogues, MCQ charts, question strips

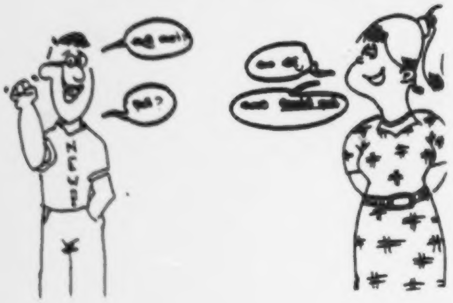
Procedure

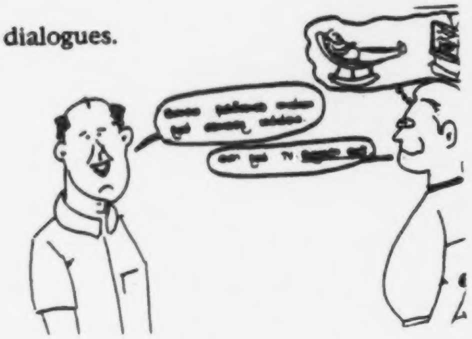
1. **Warm up/Review:** **5 mins**

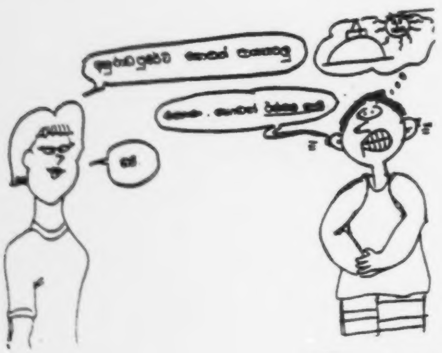
   Review the adjectives if necessary.

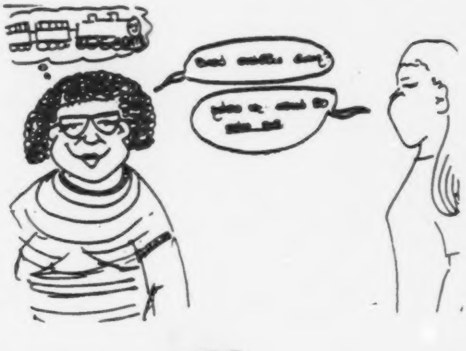
2. **Presentation:** **15 mins**

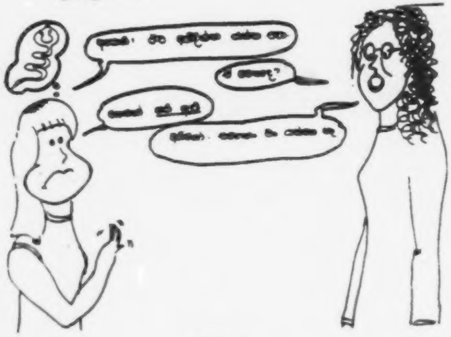
   Introduce the grammar using picture dialogues.











3. Practice:

Listening - **15 mins**

1. Students to listen to a description and select the correct meaning on a MCQ chart.

1. බස් එක යන්න ඇති. ඒ කියන්නේ....
   - a. බස් එක යනවා
   - b. බස් එක ගියාද නැද්ද දන්නෙ නෑ
   - c. බස් එක ගිහිල්ලා

2. සුනිල් සිගරට් බොනවා ඇති. ඒ කියන්නේ....
   - a. එයා සිගරට් බොනවා
   - b. එයා සිගරට් බොන්නෙ නෑ
   - c. එයා සමහරවිට බොනවා

3. සැලීට මහන්සි ඇති. ඒ කියන්නෙ...
   - a. එයාට මහන්සි නෑ
   - b. එයාට මහන්සියි
   - c. එයාට මහන්සිද කියලා හරියටම දන්නෙ නෑ

4. මේ දවස්වල කොළඹට වහිනවා ඇති. ඒ කියන්නේ....
   - a. කොළඹට වහිනවද දන්නෙ නෑ
   - b. කොළඹට වහිනවා
   - c. කොළඹට වහින්නෙ නෑ

5. මාතර කෝච්චිය දැන් කොළඹට ගිහිල්ලා ඇති. ඒ කියන්නේ....
   - a. ඒක කොළඹට ගියා
   - b. ඒක කොළඹට ගියාද හරියටම දන්නෙ නෑ
   - c. ඒක කොළඹට ගියේ නෑ

Listening & Speaking - **10 mins**

1. Read out the following sentences and get the students to make sentences using the grammar.

-මං බස් හෝල්ට් එකට ගියා. බස් එක නෑ.
-සැලී අද උදේ කෑවේ නෑ.. මං හිතන්නෙ එයාට......
-මං හිතන්නෙ කැලේ ගොඩක් කුඩැල්ලෝ.....
-හොසෙල් කීදී. ඇයි? එයාට ......
-සම්පත් වමනේ දානවා. ඇයි? ඊයේ රෑ එයා .....

Speaking - **10 mins**

1. Write the following questions on paper strips and get the students to ask and answer in pairs by picking one by one.

What might you father be doing now?

What things might be there in the White house?

How might the FIJI island be? (climate)

He is sick. How might he feel?

What might the President would have done this morning

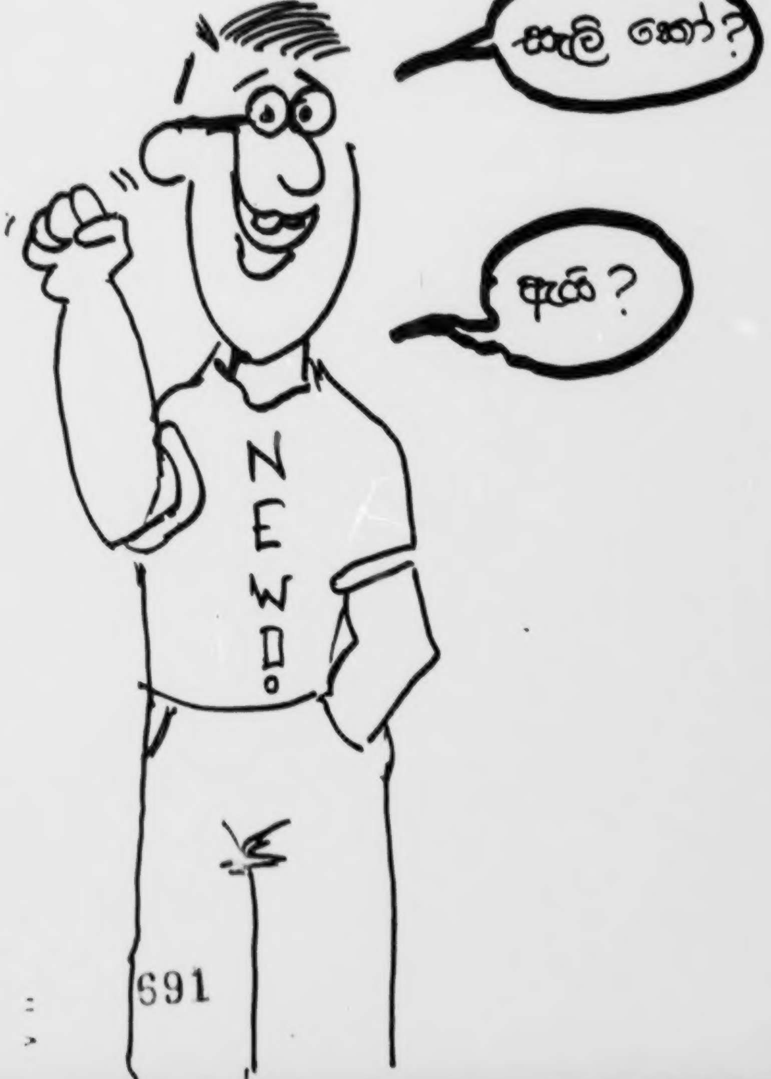
4. **Application (use):** **10 mins**

Send the students to find out from the Sri Lankans what might be happening in their households at the present moment.

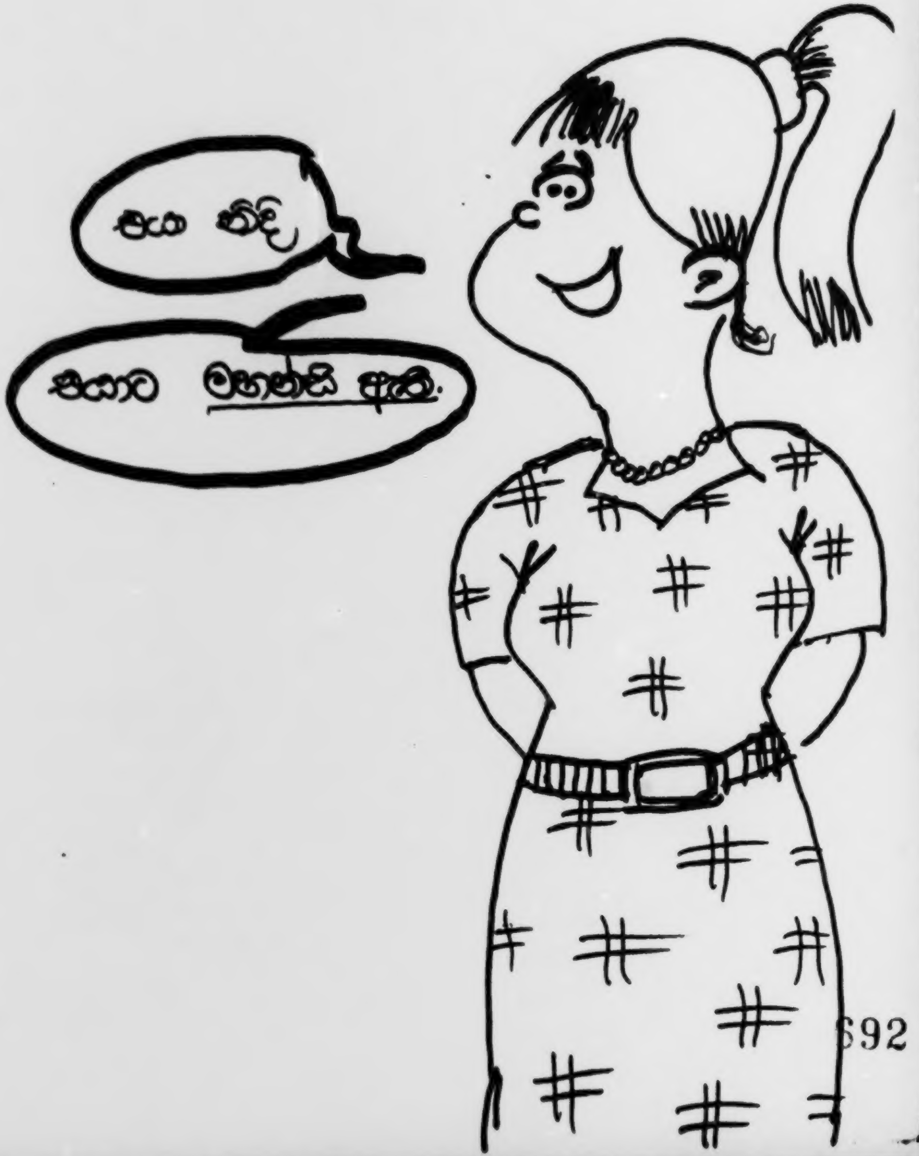
5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**



සැලි නෝ?
ඇයි?
NEWD!
691



පයා නිදි
පයාට මහන්සි ඇති.
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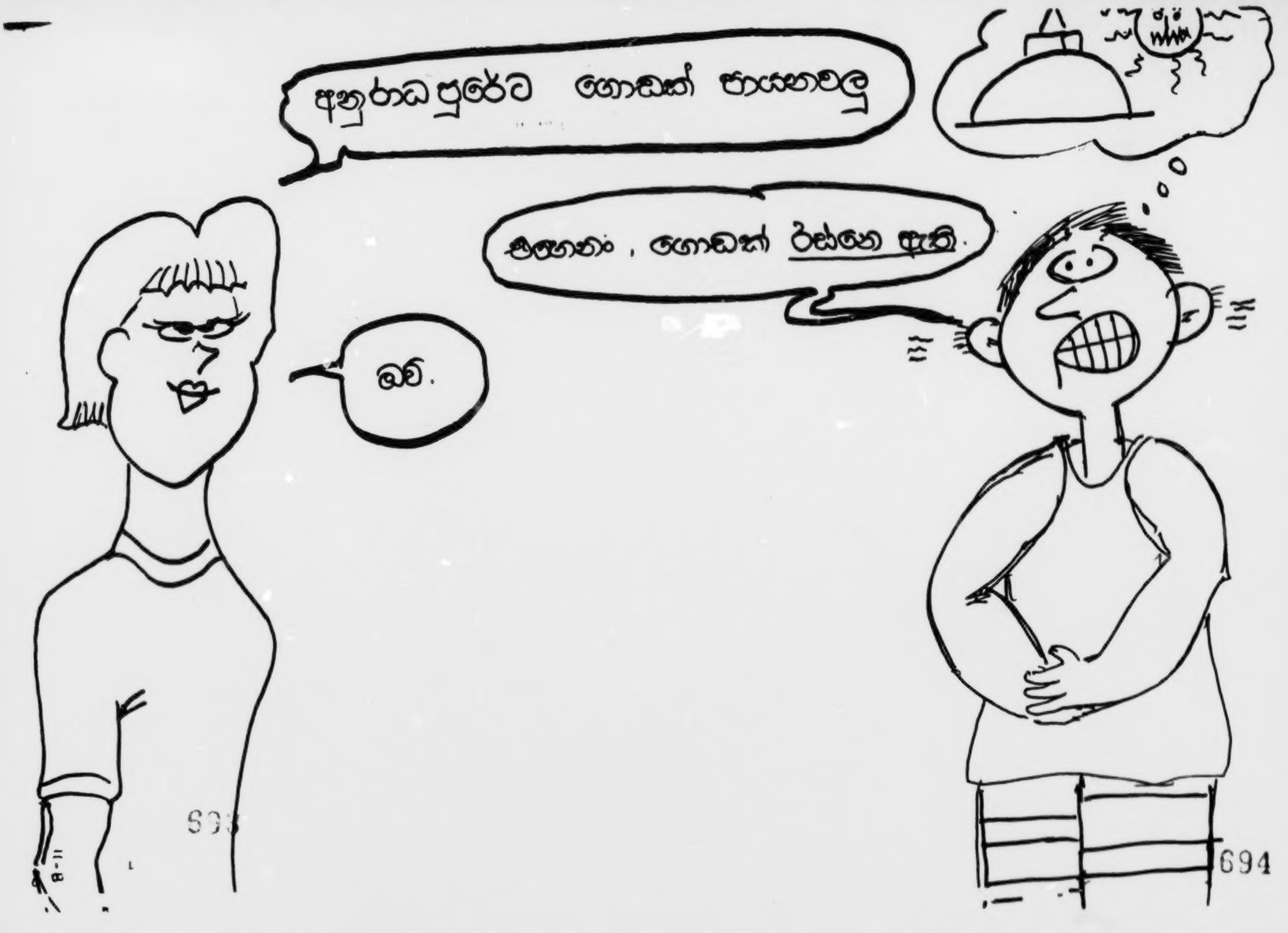
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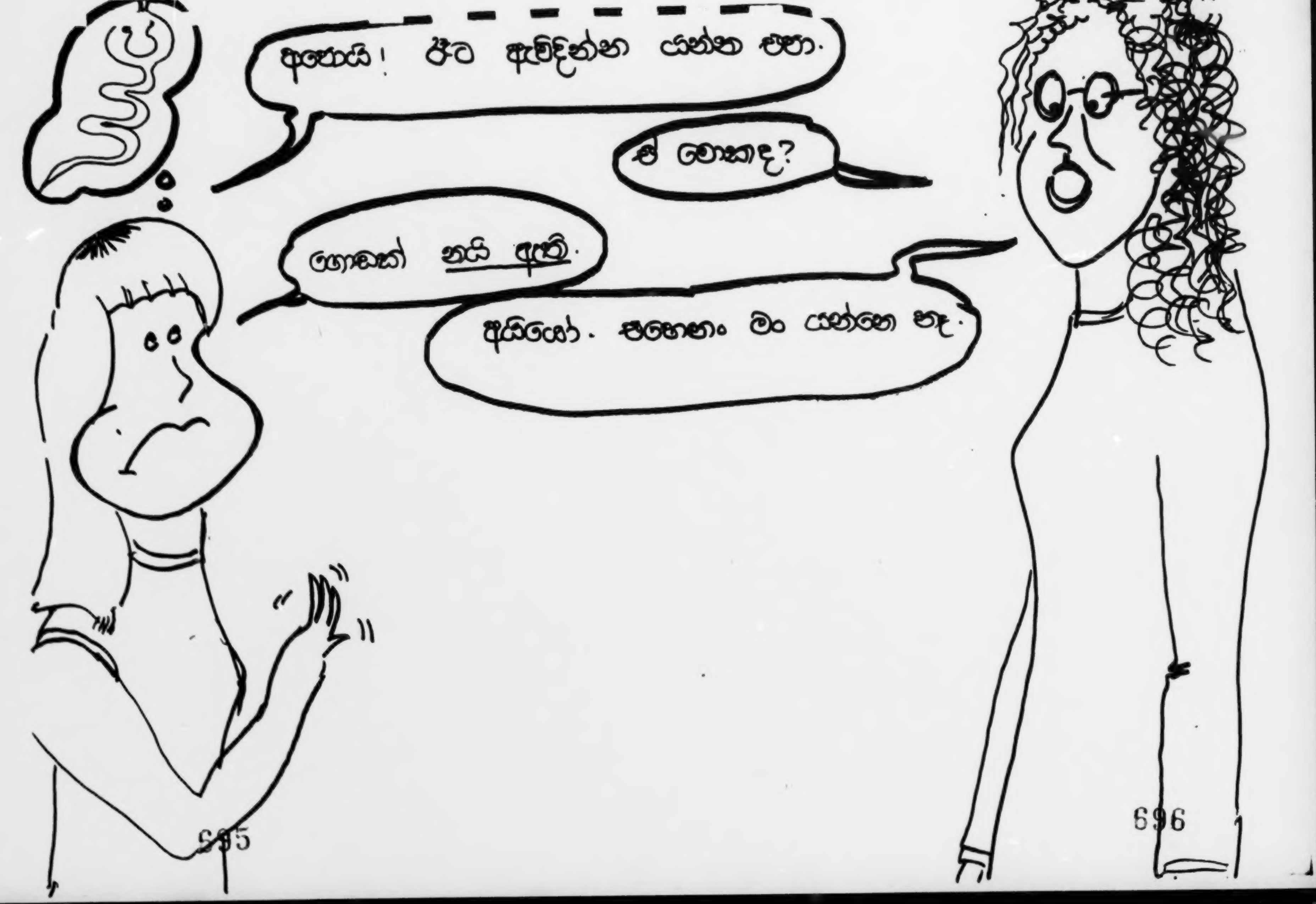
එහෙනම් , ගොඩක් රස්නෙ ඇති.
ඔව්.


අපොයි! ඊට ඇවිදින්න යන්න එපා.
ඒ මොකද?
ගොඩක් නයි ඇති.
අයියෝ. එහෙනං මං යන්නෙ නෑ.
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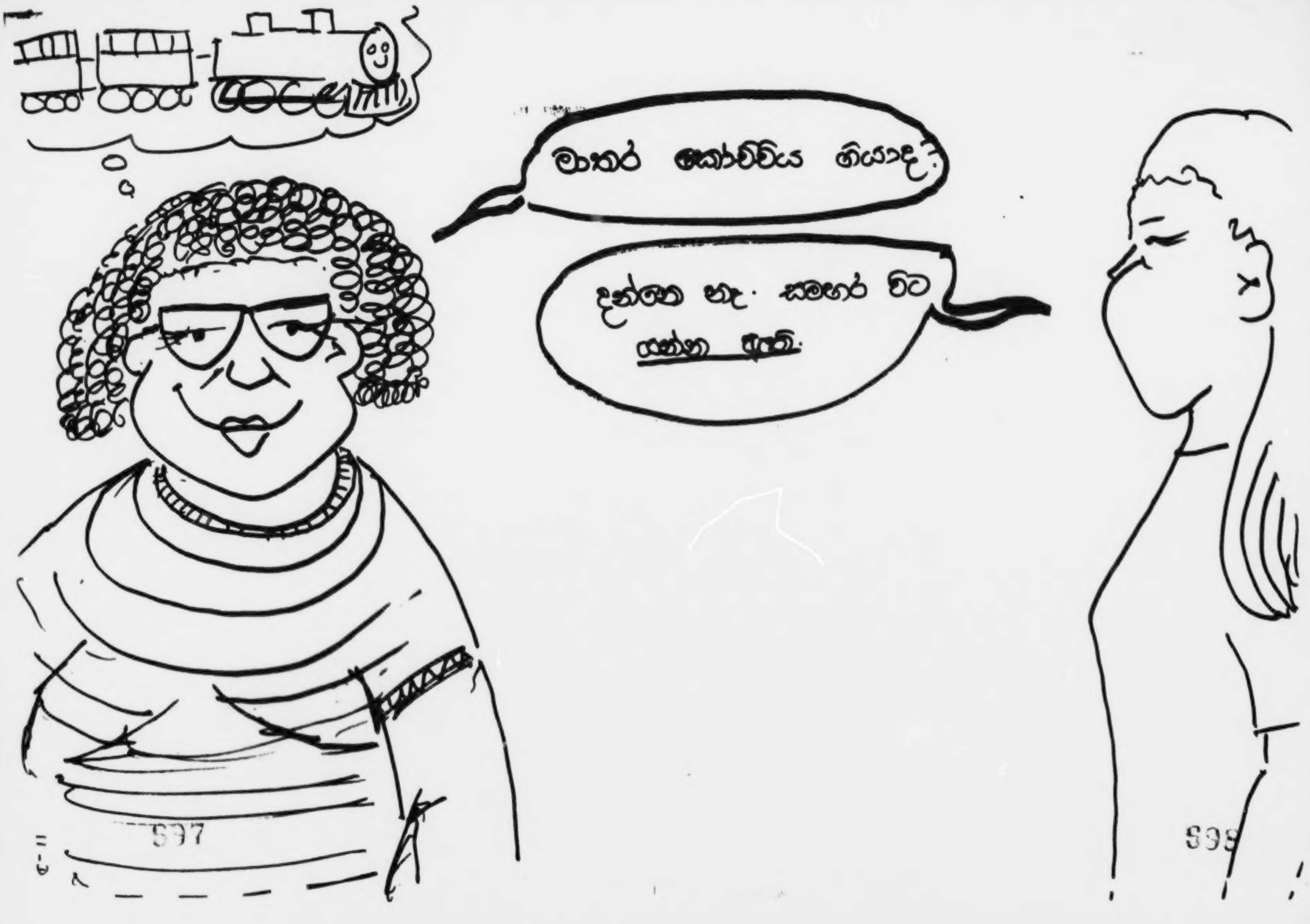
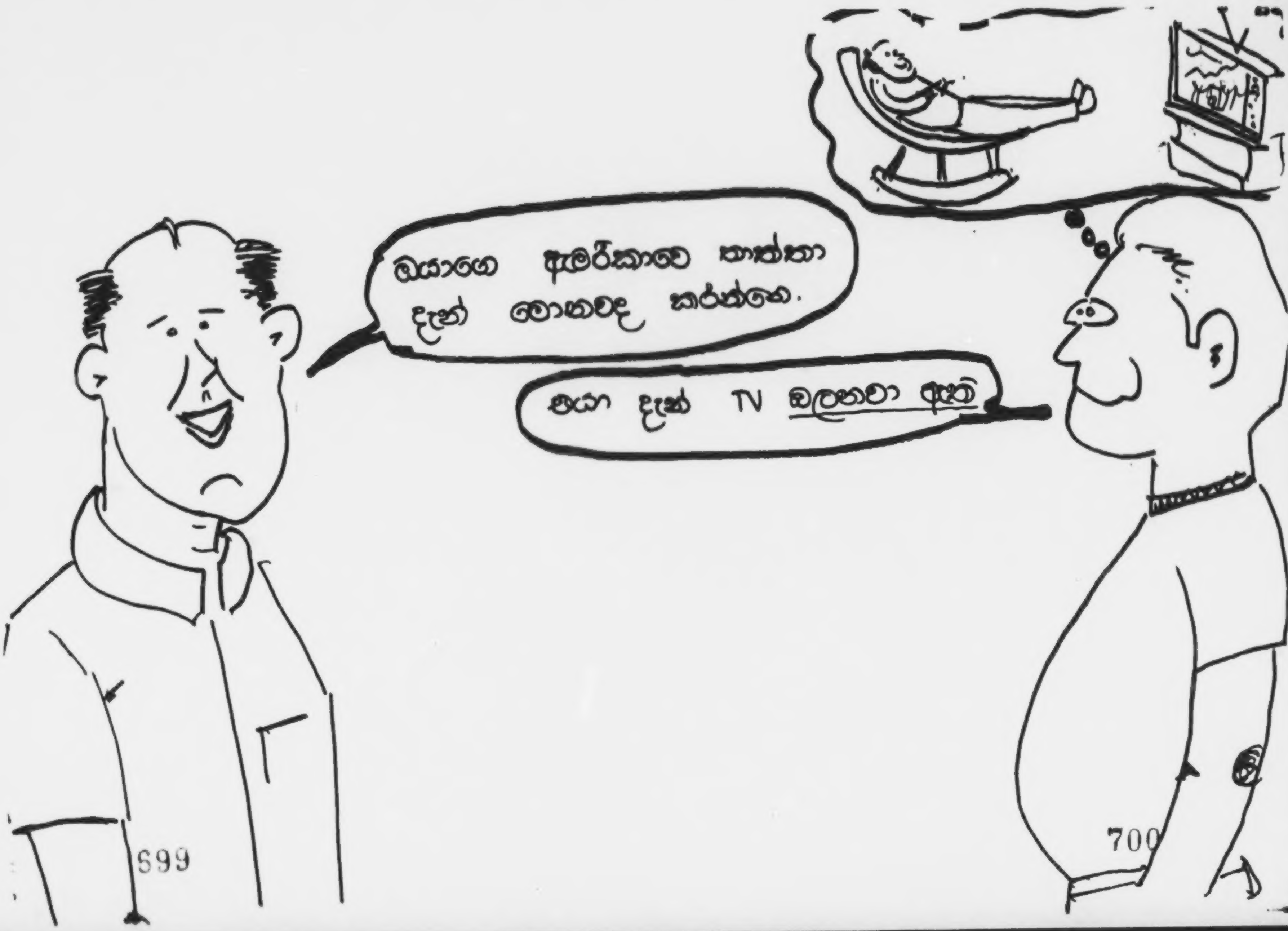
696


මාතර කෝච්චිය ගියාද?
දන්නෙ නෑ. සමහර විට යන්න ඇති.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එයා දැන් TV බලනවා ඇති

LESSON PLAN III

Estimated Time	1 hour 5 minutes
Objective	At the end of the lesson the students will be able to use the grammar and describe their peculiar habits
Teaching Point	**Grammar: V(Emp.) +emphasized item+ විතරයි**
Materials needed	Picture dialogues, paper chips

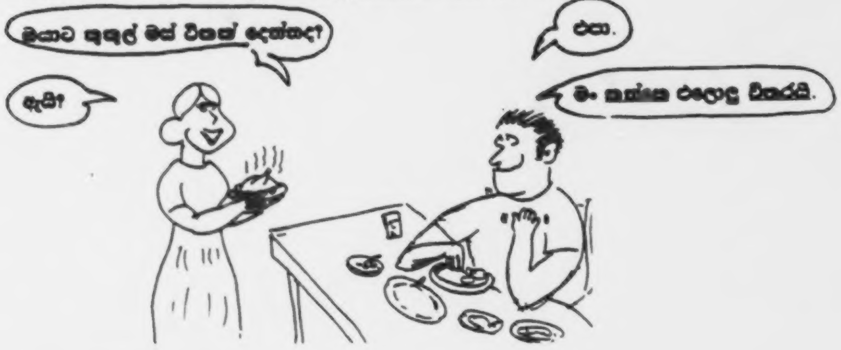
Procedure

1. **Warm up/Review:** **5 mins**

   Review present emphatic form of the verb.

2. **Presentation:** **15 mins**

   Introduce the concept using picture dialogues.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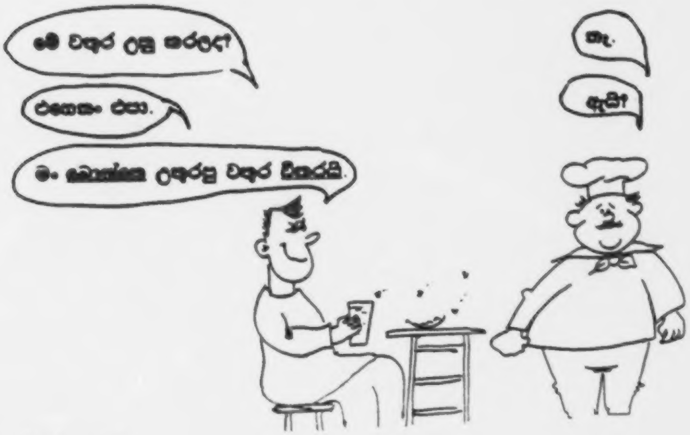
එපා.
ඇයි?
මං කන්නෙ එළවළු විතරයි.


මේ වතුර උණු කරලද?
නෑ.
එහෙනං එපා.
ඇයි?
මං බොන්නෙ උණුකරපු වතුර විතරයි.

3. Practice:

Listening - 10 mins

1. Read out three sentences at a time and ask the students to say whether the sentence is right or wrong.

    1. පියසේන බොනවා අරක්කු විතරයි
    2. පියසේන බොන්නෙ අරක්කු විතරයි
    3. එයා බොන්නෙ විතරයි අරක්කු
    4. මං එළොළු විතරයි කනවා.
    5. මං එන්නෙ බස් එකෙන් විතරයි
    6. එයා විතරයි අඳින්නෙ T-Shirts.

Listening & Speaking - 15 mins

1 Read out two sentences and ask the students to join and make sentence using the structure.

-ජේසී එළොළු කනවා. මස් කන්නෙ නෑ
-තිලක්සි කුකුල් මස් කනවා. හරක් මස් කන්නෙ නෑ.
-සොයෙල් light vehicles එළවනවා. Heavy vehicles එළවන්නෙ නෑ
-ශිෂිකා සාරියි ගවුමුයි අඳිනවා. එයා Jeans අඳින්නෙ නෑ.
-සම්පත් සිංදු කියන්න දන්නවා. නටන්න දන්නෙ නෑ
-මුයන් ඇමරිකාවෙ කෑම උයනවා. ලංකාවෙ කෑම උයන්න දන්නෙ නෑ.

Speaking - 10 mins

1. Write nouns of different categories on pieces of paper and make sets for pairs. Students work in pairs and make sentences having picked up the pieces of paper.

Example: අරක්කු

Student: මං බොන්නේ අරක්කු විතරයි

Cartoons

Student: මං බලන්නෙ Cartoons විතරයි

4. Application (use): **10 mins**

Students describes their peculiar habits as the above sentences.

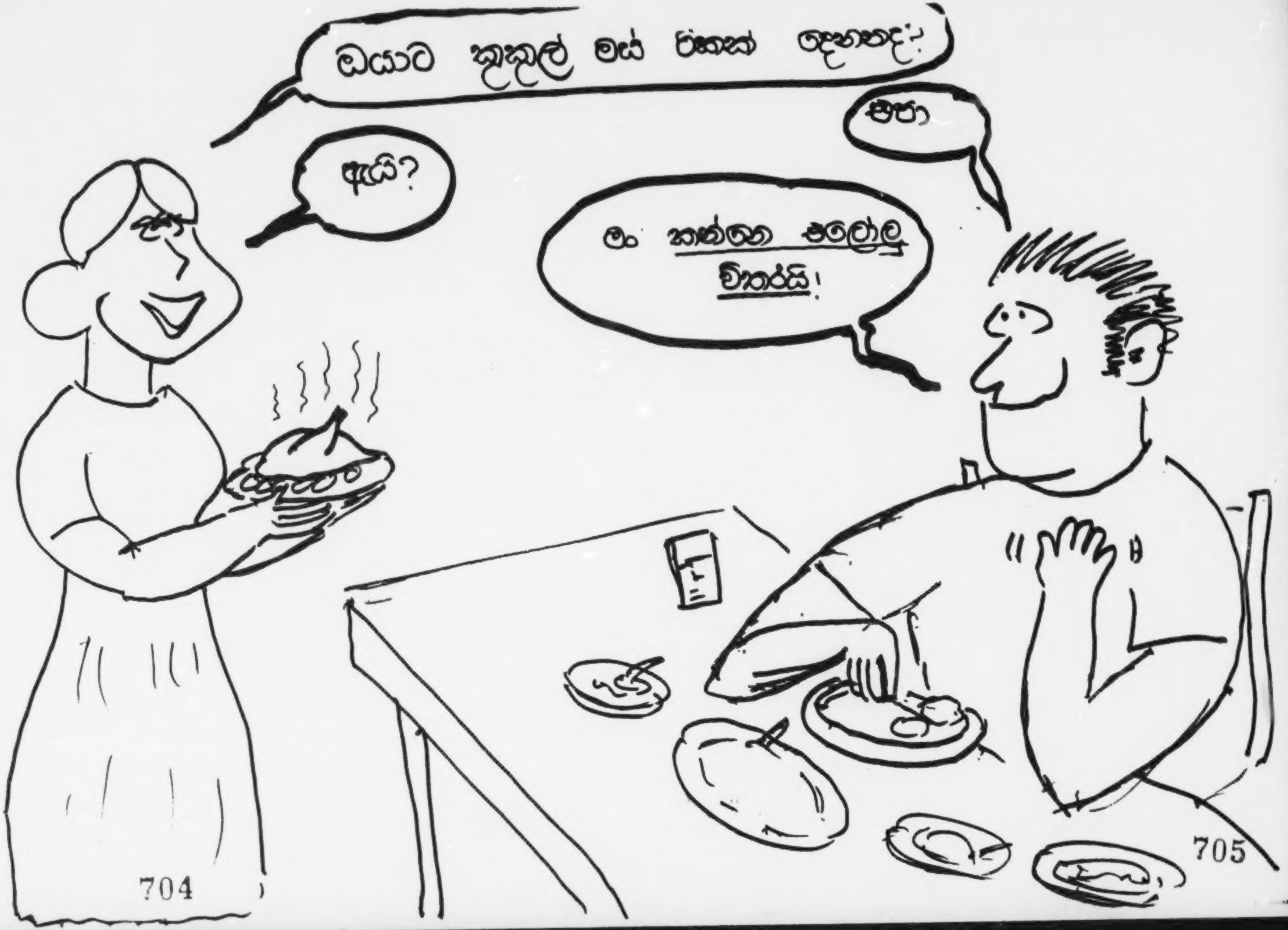
මං හොරෙන් අරක්කු බොනවා.

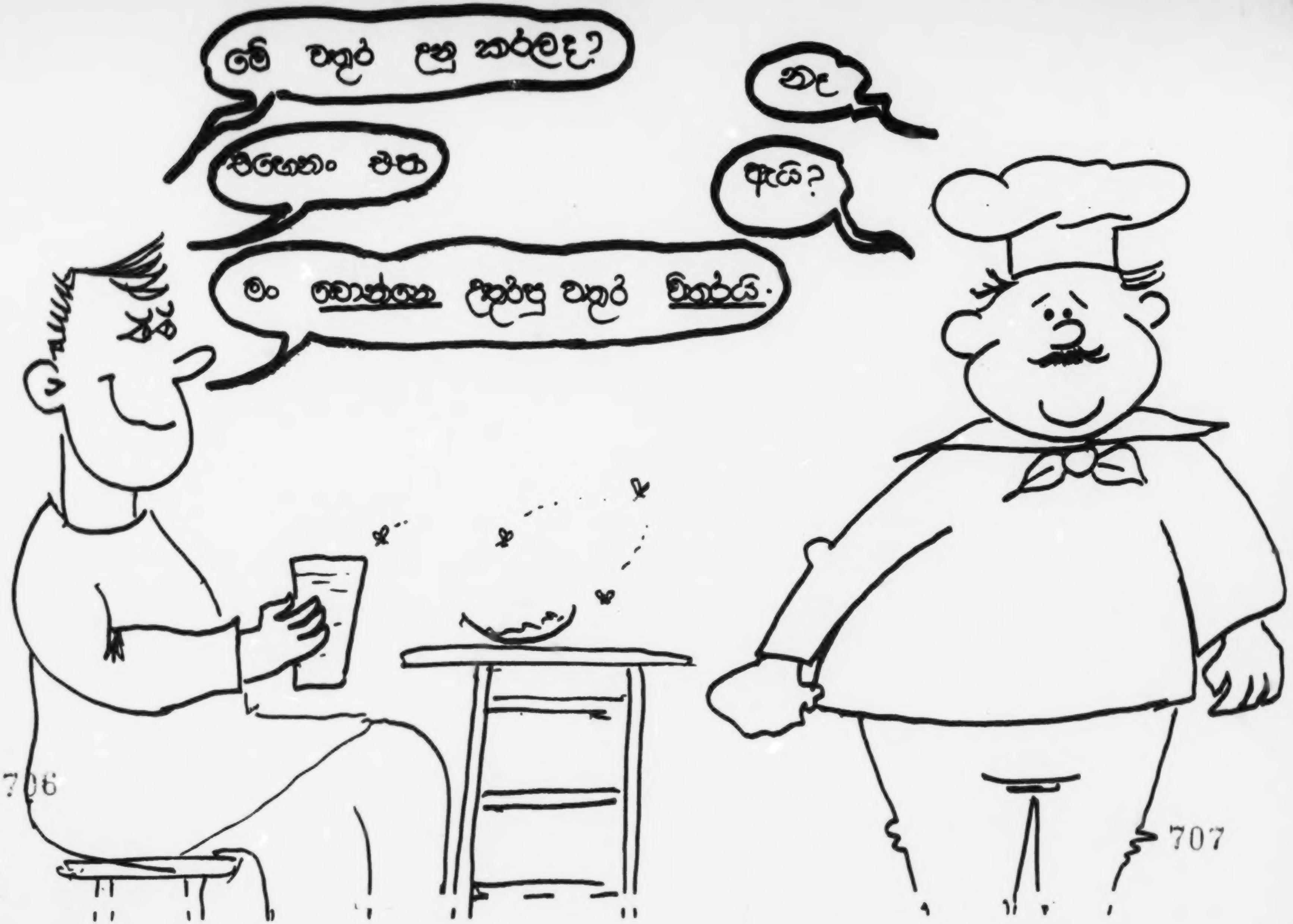
මං [illegible] [illegible] බොනවා etc

5. Assessment (Task):

6. Contingency Plan:

7. Comments/Self Evaluation


ඔයාට කුකුල් මස් ටිකක් දෙනවද?
එපා
ඇයි?
මං කන්නෙ එළවළු විතරයි!
704
705


මේ වතුර උනු කරලද?
නෑ
එහෙනං එපා
ඇයි?
මං බොන්නෙ උතුරපු වතුර විතරයි.
706
707

LESSON PLAN V

Estimated Time	50 minutes
Objective	At the end of the lesson the students will be able to use the dialogue in a given role play
Teaching Point	**Dialogue**
Materials needed	Dialogue strips, role play cards

Procedure

1. **Warm up/Review:** **5 mins**

   Review all the relavant vocabulary items and grammar.

2. **Presentation:** **10 mins**

   Cut the dialogue into words and mix them up. Make two sets. Divide the class into two teams. Ask them to put the dialogue together quickly. The first team to arrange it meaningfully gets a round of applause.

3. **Practice:**

   Listening - **10 mins**

   Make a listening cloze using the dialogue and ask the students to fill in the missing words when you read it out.

සුනිල්: ඔය පීස්කෝර් එක මොනවගෙ සංවිධානයක්ද?

ටිම්: එක ඇමරිකන් තානාපති කාර්යාලයට සම්බන්ධ ජාත්‍යන්තර ස්වේච්ඡා සංවිධානයක්.

සුනිල්: එහෙනං මහත්තයාට ලොකු පඩියක් ලැබෙනවා ඇති නේද?

ටිම්: නෑ. මං ස්වේච්ඡා සේවකයෙක්නේ. අපිට පඩියක් ගෙවන්නේ නෑ. ලැබෙන්නේ දීමනාවක් විතරයි.

Listening & Speaking - 5 mins

Take roles and practice the dialogue with the students.

Speaking - 10 mins

Students practice the dialogue in pairs.

4. **Application (use):** 10 mins

Role Play:

Roles: PCT/Sri Lankan
Situation: At a social function
Purpose: Sri Lankan asks questions about PC and other details. PCT responds.

5. **Assessment (Task):**

6. **Contingency Plan:**

7. **Comments/Self Evaluation**

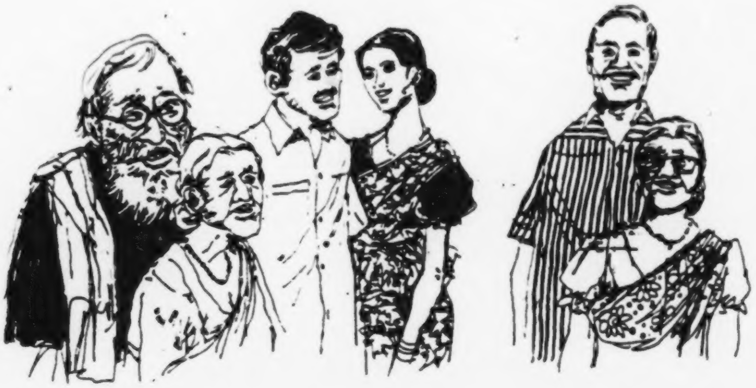
Section 3

Culture Notes

Topic	Page
Personal Identification	1-2
Host Family	3
Classroom Orientation	4
Social Life	5
Food	6
Health	7
Clothing	8
Shopping	9
Directions	10
Transportation	11
Communication	12
Housing	13
Employment	14

PERSONAL IDENTIFICATION

CULTURE



The questions Sri Lankans ask people they've just met or been introduced to, are - where they are from, if they have brothers and sisters, whether they are married and where they work. PCVs should expect these questions even from strangers.

To a Sri Lankan the 'Family' represents the extended family with even third and fourth cousins considered members of this family. Each member of this extended family has well defined roles and responsibilities. The kinship terms reflect this. The range of kinship terms is much wider than that in the west.

Relationships with women are another consideration. In Sri Lankan society, a man's relationship with a woman is always formal unless they are blood relations or have known each other for some time. In a village the social structure itself make sure that this rule is followed, but in the apparently more relax urban community it is easy to make a *faux pas*. On the whole, married women are far less protocal-conscious than the unmarried, in whom both mothers and the norms of society have drummed the fact that modesty and reserve are valued qualities in young women.

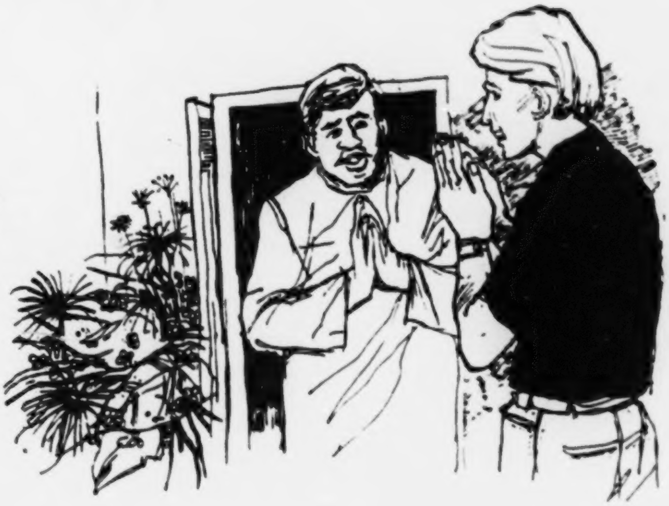
A rule of thumb for all might be to start formally without being too distant or too friendly and gradually thaw out. To start off with plenty of *bonhomie*, being everyone's friend, is an obvious mistake, and although most Sri Lankans are too polite to criticize directly, it could lead to the formation of great reservations about your sincerity.

Greetings:

'ආයුබෝවන්" translated literally, means 'may you have a long life'. The proper optative form 'ආයුබෝ වේවා' is used when reacting propitiatory incarnations to the gods and demons, entering them to prolong the lives of persons believed to have been influenced by these gods.

In ordinary social conversation 'ආයුබෝවන්" is used as a form of greeting equivalent to 'Good Morning' or "hi' or as a form of 'Good-bye'.

The influence of the 'Evil Mouth' and the 'Evil Eye' are part of the Sri Lankans' belief system. Sri Lankans do not, therefore, make complimentary remarks about a person's good health or his success. For example, a Sri Lankan would not comment on the abundance of a farmer's harvest. To do so would be to invite the destructive power of evil spirits. This belief is reflected in he response to 'How are you?. The response is 'Not bad'.

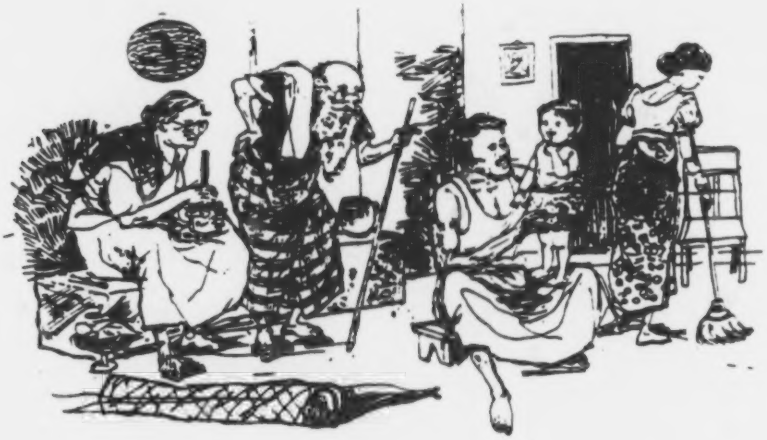


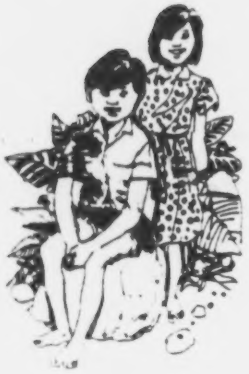
The question 'Where are you going?' is another way of greeting, when you meet someone known on the street. The person who greets you does dot expect an answer for that. In return, you can either say your exact destination or just say you go overthere.

HOST FAMILY

CULTURE

A Sri Lankan household, i.e. the type selected for PCV Home-Stays, usually consists of the family, one or two relatives and a domestic help. However, members of the extended family would be frequent visitors and a great deal of interaction would take place with such relatives and also with neighbors.





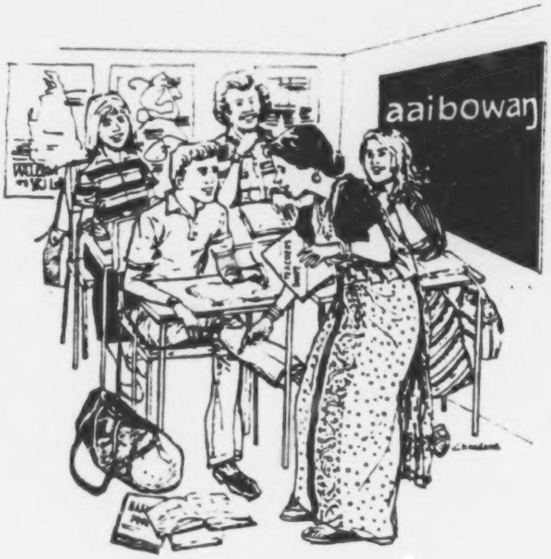
Children live in the parents's home up to the time they get married. Unmarried children live there permanently.

Male children are preferred by Sri Lankan parents. One reason for this is that daughters have to be provided with dowries. Parents are protective of male children, younger siblings defer to them. Young adult children are dependent on their parents, financially and emotionally in a manner that seems strange to young Americans. Host parents tend adopt the same protective attitude to PCVs.

The members of most Host families are bi-lingual and would speak to the PCVs in English even after the PCV achieved Sinhala language proficiency. This is because English is the language of formal social interaction.

CLASSROOM ORIENTATION

CULTURE

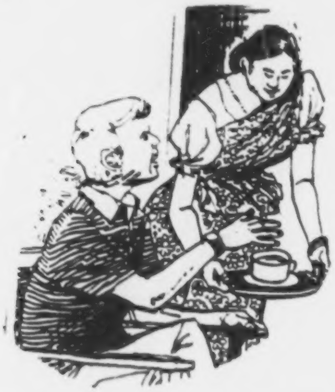


Academic Education enjoys a long tradition in Sri Lanka and the 'learned man' has an important place in the community. The teaching profession is, therefore, a respected one

The traditional teacher - student relationship still prevails in the Sri Lankan classroom and the teacher's authority and views are rarely challenged.

Classroom furniture consists of desk and straight-backed chairs or benches. The students are not permitted to put their feet up on the chairs, nor to place their books on the floor.

CULTURE

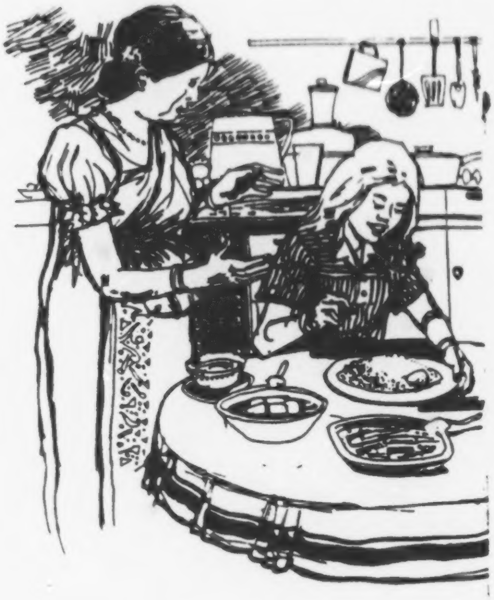


It is customary for a visitor to accept the food and drink that is offered in a Sri Lankan home even if he did not need refreshment.

Almost always tea is offered. It is served in cups with milk and sugar added. It is therefore necessary to cultivate a taste for this form of tea. The social events to which guests are invited are almsgivings, 'pirith' ceremonies, house warming ceremonies and Sinhala New Year ceremonies. refusals have to be expressed in indirect terms. For instance 'මට එන්න බැරිවෙයි ' in effect means 'I am sorry I won't be able to be present'. But loosely translated would mean 'events will make it difficult for me to come'.

The expression 'කරුණාකරලා' (please) and 'බොහොම ස්තූතියි' (thank you) are used in formal situations. However, the same meanings are expressed by means of facial expressions and tone of voice also by adding the words 'පොඩ්ඩක්' or 'ටිකක් ' meaning 'a little'.

CULTURE



Sri Lankans eat 3 big meals a day; breakfast, lunch and dinner. Between meals they drink several cups of strong black tea to which a lot of milk and sugar have been added.

Lunch consists of rice and curries. Rice flour preparations ඉඳිආප්ප. ආප්ප. පිට්ටු and රොටි or bread is served at breakfast and dinner. Dessert is fruit or curd and treacle. කිරිබත් (milk rice) is yet another breakfast dish which is made on festive occasions. To the Western palate Sri Lankan food is highly spiced and hot. The wide range of spices - Cardamom, nutmeg, cloves, cinnamon, coriander, fenugreek etc. and the chilies and herbs give Sri Lankan food its piquancy.

The Sri Lankan hostess rarely sits at table with her guest. She moves to each guest, dish and spoon in hand serving him several times over. The more food the guest consumes the happier the hostess is. "Appropriate forms of refusing food' is presented in the lessons.

Cutlery versus Fingers:

Of course, a typical Sri Lankan meal should be eaten Sri Lankan style. Use your fingers but do try to be dexterous.

When mixing the rice with curry, take bits of this and pinches of that, lightly mix with a bit of rice with your finger tips and pop it in your mouth. Avoid getting your palm and fingers above the knuckle soiled. That is considered not quite polite. If you don't like using your fingers, call for cutlery. This is usually provided, even at meals you are invited to in a home where only Sri Lankans are expected,

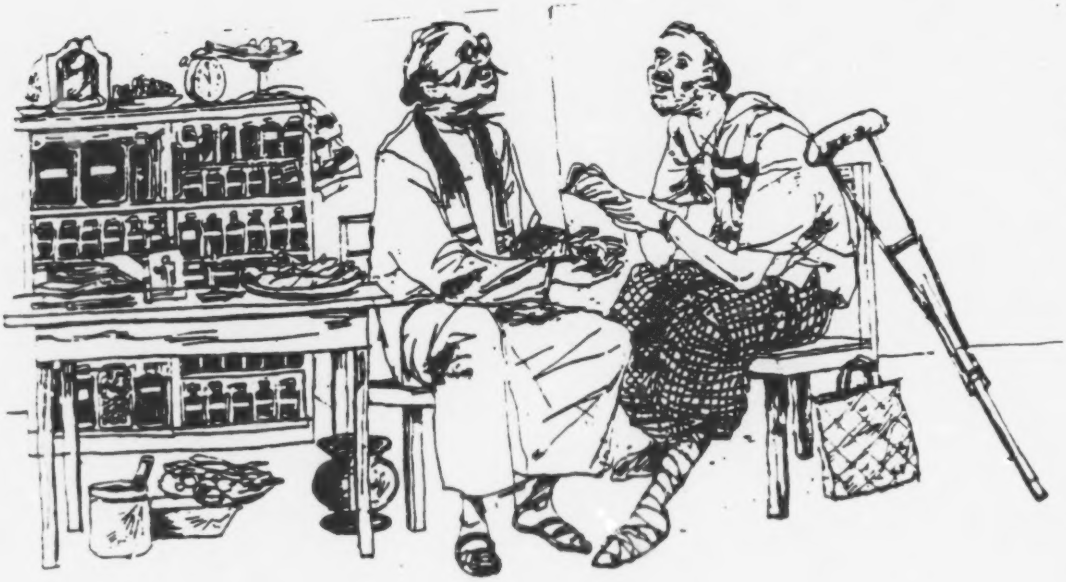
HEALTH

CULTURE

The Ayurvedic system dating back several centuries, is the traditional system of medicine in Sri Lanka. Many people still prefer Ayurvedic treatment as the medicines are made of herbs and are free of chemicals. In rural areas, the Ayurvedic physician or වෙදමහත්තයා is, very often, an astrologer as well. His practice is quite extensive and his standing in the community, high.

A consultation commences with the patient offering a sheaf of betel leaves to the doctor. The consultation fee is minimal and the medicines are inexpensive.

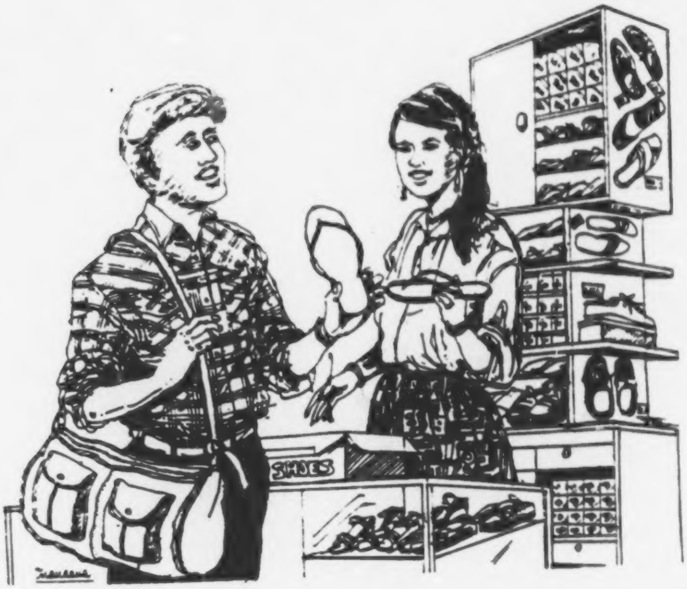
The Government Medical Colleges train doctors in the Western system of medicine. The Government has set up hospitals in every province. The medical treatment at these hospitals are free, but they are as a rule overcrowded and understaffed.



CLOTHING

CULTURE

Clothing can be had for a very reasonable price if you choose the location to buy it carefully. Although there are no discount shops as such in Sri Lanka, many 'discount' items can be found, especially in areas of Colombo, and other main cities, where attractively made local garments, some designed originally solely for export, can be found for sale in many of the 'boutiques'.



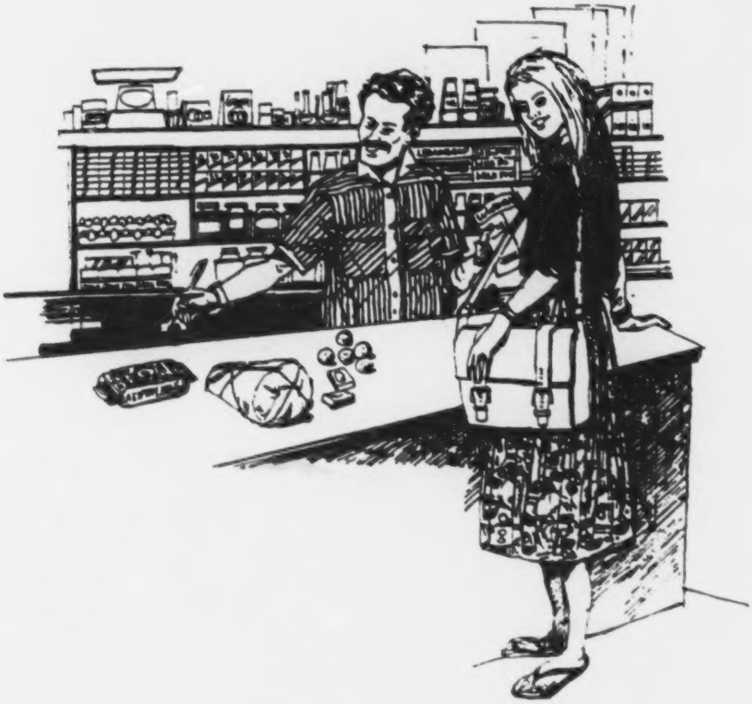
Sri Lankans can have clothes and shoes made to measure. The PCV often finds it necessary to have cotton clothes stitched, and slippers made. Used items are rarely thrown away. The watchmaker, the cobbler. the knife grinder, the radio repairer, the umbrellas man, can be found at busy junctions repairing items which some people think are beyond repair.

SHOPPING

CULTURE

Shopping in Sri Lanka generally falls into two categories: that which has to be done and that which one can enjoy doing. The first includes such mundane chores as getting the groceries and repairing what is broken, while the second includes everything from clothing to handicrafts. Grocery shopping covers both the daily marketing trips for perishable produce and the supermarket routine for the larger items. Many people have their servants do the former chores, keeping a book in which they record what they have spent, while they themselves be aware that you might end up paying higher prices for most items than the locals do. Also be aware that prices are seasonal and depend to a large extent on where the produce comes from and how constant the supply is. Fruits and basic commodities always tend to go up in price during festival seasons, such as the New Year, because the demand is high, and there are large profits to be made.

Supermarket shopping is very similar to that in Western countries - fixed prices and cashiers at checkouts - but again the supply is not always constant. The best thing about supermarket is that they are open long hours and all day on Sundays.

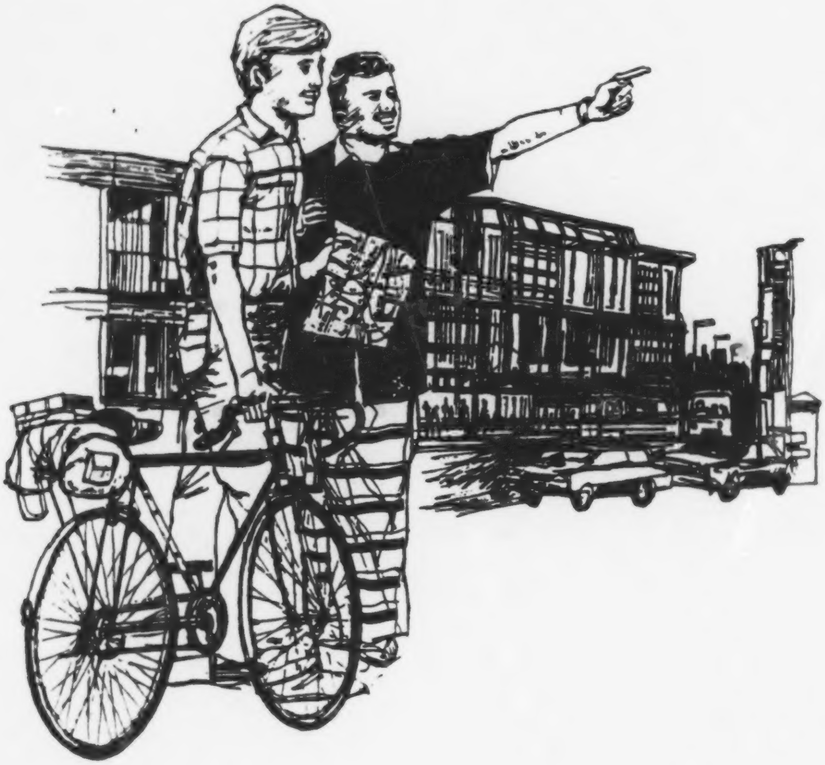


DIRECTIONS

CULTURE

If the PCV needs directions to get to his destination he could stop a stranger on the street or ask at a store. However, such information should be double-checked; people are anxious to help, and find it awkward to say they do not know this information. So, they end up giving directions and locations which they presume to be accurate but in fact are not.

Although Sri Lanka has officially adopted the metric system, distances are still computed in terms of Imperial measurement. In rural areas Sri Lankans do not express distances in exact terms - distances range from 'very near to very far'. Further, since these concepts are themselves relative 'very near' could turn out to be a good five miles away.



TRANSPORTATION

CULTURE

For those people who wish to travel a long distance and do not have a car nor access to one, there is all manner of public transportation. Trains and buses go to all parts of the island with remarkable frequency and even the remotest village can usually be reached within a day by using a combination of transportation systems.

Trains leave Colombo from either the Fort Station or Maradana station and go North, South and East. There is also a network of Intercity Express trains which do have reserved seats and these trains are comfortable and efficient. They cost a little more than the regular trains but the expense is well justified for the convenience of knowing that you have a seat and that there is a reasonable chance that your train will get to its destination on time.

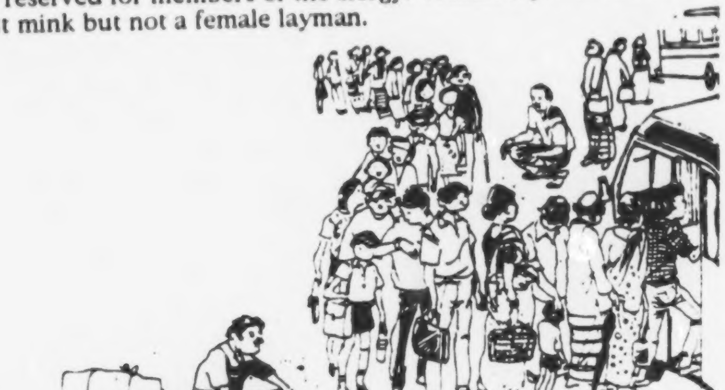
Bus transportation on the island is not as exotic as traveling by train, in any of its forms- but it is cheap, frequent and convenient. In most of the major cities there is a bus stop close to the railway station where buses to most of the outlying areas around that central location and to other cities on the island can be found.

Buses come in two varieties, government-owned and privately owned. Government-owned buses are all fairly large and it is quite possible that some of the seats will be broken or the lights not working. The private buses are usually smaller than the government buses - some of them are actually minibuses- and usually faster. The drivers have a reputation for being rather reckless at times as they are paid by the number of journeys that they make in a day.

The only snag with using any kind of bus in Sri Lanka is that it is likely to be very, very crowed. This is especially at rush hours, it is quite common to see buses, both large and small, careering down the road at an alarming rate with passengers literally hanging out of the doors.

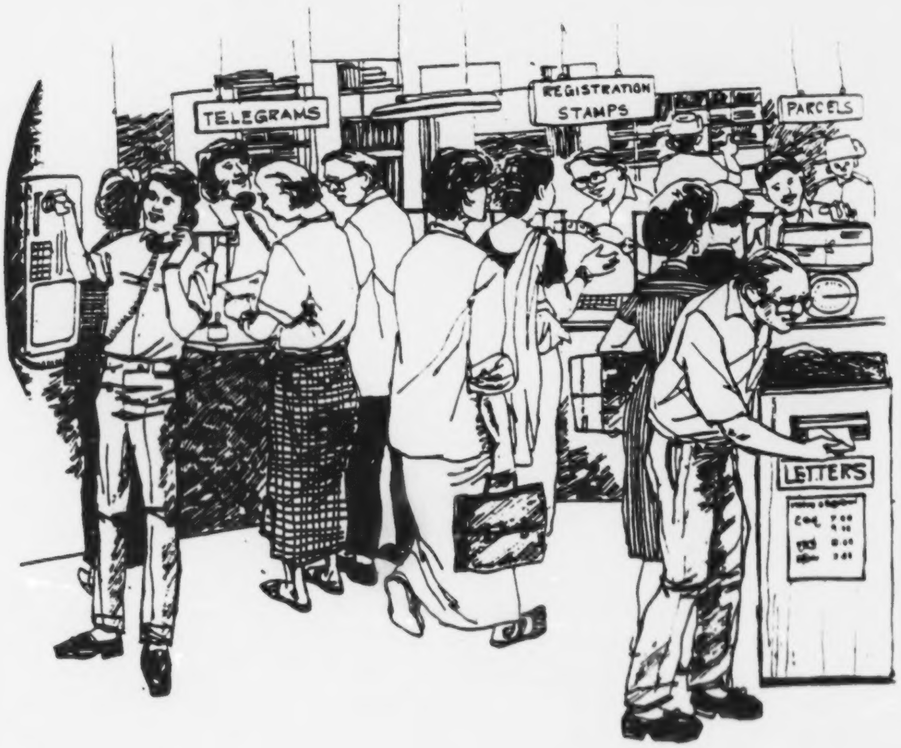
Long distance buses and private vans make a stop for tea. For instance the Colombo-Galle buses stop at Ambalangoda.

Each seat can accommodate two adult passengers. The seat immediately behind the driver is reserved for members of the clergy. A male layman can sit next to a Buddhist mink but not a female layman.



COMMUNICATION

CULTURE



Post offices located in every large town, Sub Post Offices and Agency Post Offices provide facilities for mailing letters and parcels, sending telegrams and making telephone calls.

The General Post Office - the GPO - is the Central Post Office for the entire country and is located in Colombo 1. In-coming foreign parcels are handled by this Post Office. The first day covers of postage stamps are usually available only at this Post Office.

The Island's telecommunication system is managed by a Government Department. There are no public call boxes and if a person has no access to a private telephone he will have to use a telephone in a Post Office or in a store. Telephone calls are comparatively expensive and are therefore brief and to the point.

HOUSING

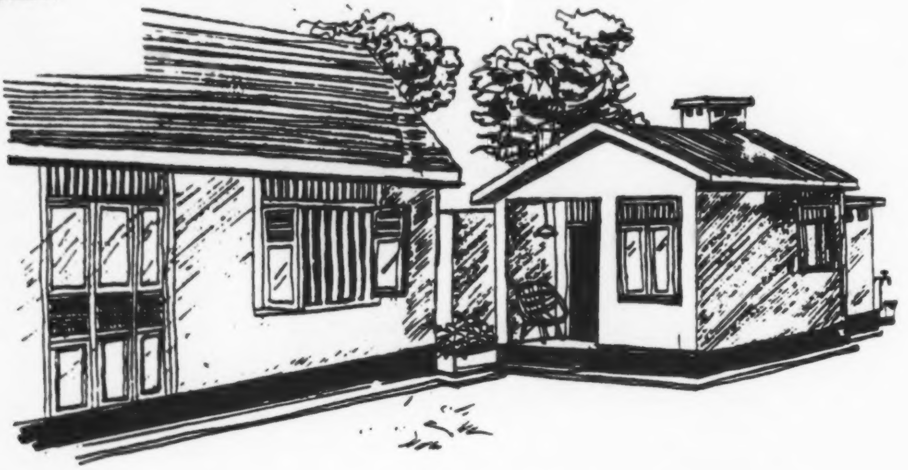
CULTURE

Sri Lankans do not move from one place to another. The dream of every Sri Lankan family is to build their own home. Even if work required them to move to another part of the country, they would eventually return to this home.

Landlords quote two differnt rents to foreigners and a lower rent to Sri Lankans. Once the PCV identifies himself as a vlounteer and indicates that the Government Ministry ghas placed a ceiling on rents for PCV accormodation, he could negotiate for a more realistic rate.

Accomodation at PCV sites are not likely to be advertised in the newspapers. The most effective way of finding housing is along the local grapevine.

House reparirs which require the services of skilled workmen, are the responsibility of the landlord. The tenant, is expected to attend to minor repairs.

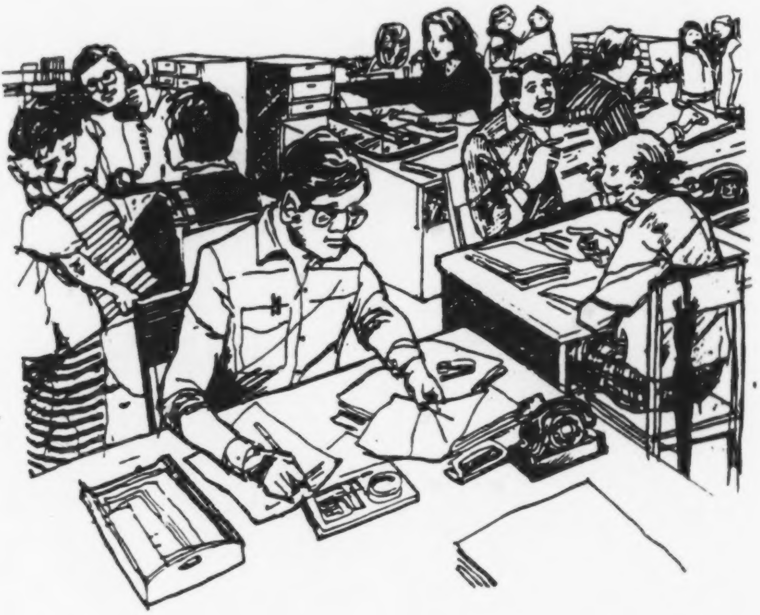


CULTURE

All PCVs have dealings -- some more than others -- with Government Departments and Government officers.

The Ceylon Administrative system has been modeled on the one that was devised by the British Colonial Office for its colonies. Very few changes have been introduced since Colonial times. The Administrative Service is a highly structured bureaucracy with only the very few at the very top, wielding discretionary power.

One of the biggest challengers that PCVs face is learning to cope with the Administration's delays. There are two reasons for such delays which take place routinely. One is the 'red tape' involved and the other is the Asian concept of time. For Asians, time is flexible and is forever: so there are no expectations that appointments will be kept or deadlines met.



Section 4

Grammar Handouts

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May/Might

The idea of 'May/Might' in expressions such as 'x might go' etc. is expressed by a modal verb formed by adding - යි/වි to the verb base.

verb-base		modal	
බල	look/see	බලයි	might look/see
කර	do,	කරයි	might do
වැඩෙ	grow	වැඩෙයි	might grow
රිදෙ	ache	රිදෙයි	might ache
මදි	rub	මදියි	might rub
දකි	see, notice	දකියි	might see/notice

Note that when යි is added to verb-bases ending in ඉ, the sequence ඉයි is usually pronounced as ඊ

මදියි - මදී
දකියි - දකී

Of the irregular verbs so far given, only the following show a change:

ගන් - take, buy = ගනියි pronounces ගනී
ඉන් - be = ඉනියි pronounces ඉනී
and ද - put = දයි or දමයි

Other irregular verbs show no change. Thus,
ය - go = යයි
ක - eat = කයි

The modal usually takes a third person subject,
singular or plural:

මල්ලි ඒ පොත ගනියි.
Younger brother might buy that book.

එයාලා හෙට කොළඹ යයි.
They might go to Colombo tomorrow.

The form is made by adding වි to the verb base with these base changes:

1. When the verb base ends in a vowel, the vowel is lengthened if possible:

verb	verb-base	form
යනවා	ය	යාවි

කනවා	ක	කාවි
තියෙනවා	තියෙ	තියේවි
එනවා	එ	ඒවි

2. If in the verb base, final vowel is අ or ඇ, it is lengthened to ආ:

බලනවා	බල	බලාවි
කරනවා	කර	කරාවි
බෙදනවා	බෙද	බෙදාවි

3. When the verb-base ends in ත්. ඊ is added before වි:

ගන්නවා	ගත්	ගනීවි
දන්නවා	දත්	දනීවි

4. A few verb-bases are irregular:

ඉන්නවා	ඉත්	ඉඳීවි
ගේනවා	ගේ	ගෙනේවි

Might Not:

One way of expressing the idea 'might not' is by adding - එකක් නෑ to the present verbal adjective of the verb concerned:

එයා හෙට කොළඹ යයි. - He might go to Colombo tomorrow.
එයා හෙට කොළඹ යන එකක් නෑ. - He might not go to Colombo tomorrow.

ක්‍රිස් හෙට පොතක් කියවයි. - Chris might read a book tomorrow.
ක්‍රිස් හෙට පොතක් කියවන එකක් නෑ- Chris might not read a book tomorrow.

structure: present verbal adjective + එකක් නෑ.

Might have/Would have/Must have:

The idea of 'might have/would have/must have' (as in 'x might have gone' etc.) is expressed by the infinitive form of the verb followed by ඇති (The case of the subject will be determined by the verb):

ළමයා කඩේට ගියා. The child went to the shop
ළමයා කඩේට යන්න ඇති. The child might/would have gone to the shop.

මල්ලී මුද්දර ගෙනාවා.	The younger brother brought stamps.
මල්ලී මුද්දර ගේන්න ඇති	The younger brother might/would have brought stamps.

තාත්තාට බස් එක වැරදුනා.	Father missed the bus.
තාත්තාට බස් එක වරදින්න ඇති	Father might/would have missed the bus.

structure: v(infinitive) + ඇති

Might not be:

A නෑ statement can be changed to a 'May/Might Not' modal by replacing නෑ by නැතුව ඇති

කඩේ පාන් නෑ.	There isn't bread in the shop.
කඩේ පාන් නැතුව ඇති	There may not be bread in the shop.

එයා හෙට එන්නේ නෑ	He won't come tomorrow.
එයා හෙට එන්නේ නැතුව ඇති	Might be he won't come tomorrow.

එයා ඊයේ ගියේ නෑ.	He didn't go yesterday.
එයා ඊයේ ගියේ නැතුව ඇති	May be he didn't go yesterday.

Constructions with 'oone' (have to/must)

The idea one 'has to do' something is expressed in different ways in Sinhala.

1. MUST, SHOULD or HAVE TO

In order to express the idea of MUST, SHOULD or HAVE TO is expressed by the construction:

S (Direct) + infinitive of main verb + **ඕනේ**

e.g. **මං සිංහල ඉගෙනගන්න ඕනේ.**
I have to/must learn Sinhala.

The negative of this construction is formed by only adding **නෑ**

e.g. **මං සිංහල ඉගෙනගන්න ඕනෙ නෑ.**
I do not have to learn Sinhala.

2. SUPPOSED TO

In order to express the idea of 'SUPPOSED TO' is expressed by the constrution:

S(Dative) + infinitive of main verb + **තියෙනවා**

e.g. **මට සිංහල ඉගෙනගන්න තියෙනවා.**
I am supposed to learn Sinhala.

The negative of this construction is formed by replacing **තියෙනවා** by **නෑ**.

e.g. **මට සිංහල ඉගෙනගන්න නෑ.**
I am not supposed to learn Sinhala.

3. SUPPOSED TO DO - unavoidable

The idea of one is supposed to do something and it is unavoidable is expressed by the construction:

S(Dative) + infinitive of main verb + **වෙනවා**

e.g. **මට සිංහල ඉගෙනගන්න වෙනවා.**
I am supposed to learn Sinhala.
(The circumstances force me to learn Sinhala)

The negative of this construction is formed by adding නෑ to the emphatic form of වෙනවා.

e.g. මට සිංහල ඉගෙනගන්න වෙන්නේ නෑ.
I am not supposed to learn Sinhala.

(This also conveys the meaning of 'I won't be able to ...., I won't have to ....depending on the context.

After - පස්සේ

A. After (පස්සේ) can occur as a post position. The past tense verb takes the dative case.

Structure: S + V(past tense) + + පස්සේ

e.g. ඔයා නෑවට පස්සේ මං නානවා.

I'll bathe after you bathe.

ඔයා නෑවට පස්සේ මං නෑවා.

I bathed after you bathed.

* The tense is determined by the final verb.

B. The dependent noun of පස්සේ can take either a dative or instrumrntal case. The following four can take only dative case.

ඒ - ඊට
ඔයි - ඔයිට
මේ - මීට
අර - අරට

e.g. ඒ මහත්තයා ඊට පස්සේ පොත් ලිව්වෙ නෑ.
That gentleman did not write books after that.

මීට පස්සේ මෙහේ එන්න එපා.
Don't come here after this.

මට පස්සේ ඔයා එන්න.
You come after me.

Before - ඉස්සෙල්ලා

A. before ඉස්සෙල්ලා can occur as a post position with a verb infinitive.

Structure: S + V (infinitive) + ඉස්සෙල්ලා

(ඔයා) බත් කන්න ඉස්සෙල්ලා අත හෝදන්න.
Wash your hands before you eat

මං ගෙදර යන්න ඉස්සෙල්ලා ඔයා ආවා.
He came before I went home.

Temporal Clause - කං 'until'

Sinhalese forms 'until' temporal clause by adding කං to the present verbal adjective. The verb of the other clause will be in the form demanded by the sense:

STRUCTURE: **Present Verbal Adjective + කං**

1. එයා යනකං මං මෙහේ ඉන්නවා.
   Until he goes, I will stay here.

2. මං එනකං ඔයා ගෙදර ඉන්න.
   Until I come, you stay home.

3. ඔයා ටෙලිෆෝන් කරනකං මං ඔෆිස් එකේ ඉන්නං.
   Until you telephone, I'll stay at the office.

4. ඒ ගොල්ලෝ එනකං අපි සෙල්ලං කෙරුවා.
   Until they came, we played.

CONDITIONAL CLAUSES

I. PRESENT CONDITIONAL (IF) - නං

Structure: S + V (Simple Present Tense) + නං

e.g. ශිෂ්‍යයින්ට කතාකරනවනං වැඩි විස්තර දැනගන්න පුළුවං.
If you talk to students, you can get more details.

මේක හොඳ ව්‍යාපෘතියක්නං මං මේකට උදව් කරන්න කැමතියි.
If this is a good project, I like to assist.

The conjunction නං 'if' like the question marker ද ? may, in a simple statement, occur after the simple verb. Also like ද ?, it may occur after ඕනේ , පුළුවං and කැමතියි in sentences with these forms, or after the predicate attribute in equational sentences.

When නං occurs as a conjunction 'if' at the end of a clause with a present tense verb, the implication may be either present or future, and the verb of the other ("then") clause will be in the form demanded by the sense.

In an emphatic statement it may occur after the emphasized item, but not after the emphatic form of the verb.

e.g. ඔයා යන්නේ රැස්වීමටනං මේ පොත් ටිකත් ගෙනියන්න.
If it is to the meeting that you are going, (you) take these books with you.

II. S + V (Simple Past Tense) + නං

අපි තව ටිකක් වැඩ කරානං මේ වැඩේ ඉවර කරන්න තිබුනා.
If we had worked little more we would have finsihed this work.

ඔයා ඊයේ කිව්වානං අද ඒක ගේනවා.
If you had told me yesterday I would have brought it today.

The action refers to past time.

If he had .... he would have ....

When the verb of a නං 'if' clause is in the simple past tense, the implication is generally past contrary to fact (if he had gone ....). The verb of the other clause will commonly be in the present tense.

මං තව ටිකක් පරක්කු වුනානං මහත්තයා අල්ලගන්න හම්බවෙන්නේ නෑ.
If I had been a bit late, I wouldn't have been able to catch you.

එයා කන්තෝරුවට ගියානං ලොකු මහත්තයා හම්බවෙනවා.
If he had gone to the office, he would have met the big boss.

III. PAST CONDITIONAL (IF) - ඔත්

Structure: S + V (Past Tense) - a + ඔත්

e.g. එයා ආවොත් මට කියන්න.
If he comes today tell me (i.e., after he comes).

මං කඩේට ගියොත් සිගරට් පැකට් එකක් ගේන්නං.
If I go to the shop I will bring a pack of cigarettes.

The action implies future time and the action in the Main Clause depends on the completion of the action in the Conditional Clause. Note that in the Sinhalese sentence only the form of the verb signals English 'if'. In the main clause the verb form is any reasonable form to fit the situation.

The ඔත් conditional is formed by adding 'ot' ඔත් to the past verbal adjective. The final vowel of the past verbal adjective is dropped before ඔත්:

verb-base	past verbal adjective	past-conditional
බල - look	බැලුව	බැලුවොත්
ය - go	ගිය	ගියොත්
ගෙ - bring	ගෙනාව	ගෙනාවොත්

PAST PARTICIPLE

Simple Present		Past Participle
යනවා	go	ගිහිල්ලා/ගිහිං
එනවා	come	ඇවිල්ලා/ඇවිත්
දෙනවා	give	දීලා
බලනවා	look/read	බලලා
ගන්නවා	take/buy	අරගෙන/අරන්
කනවා	eat	කාලා
බොනවා	drink	බීලා
කරනවා	do	කරලා

I. Participle ntences

A past participle without another verb may form the predicate of a sentence. The implication is generally that the action has been completed, so that the usual English equivalent is the perfect (i.e. , 'has gone'). In this usage, the subject of the participle sentence will be in the third person.

Structure: **S (3rd person) + Past Participle**

මහත්තයා ගෙදර ඇවිල්ලා.
The master has come home.

එයා රේඩියෝ එකක් අරගෙන.
He has bought a radio.

In such patterns the verb

(a) Relates to a period of time preceding, but continuing up to the present.
(b) The action indicated by the verb is relevant to something observable in the present.

II. Past Participle of Involitive Verbs

In Predicative use the Past Participle of Involitive verbs expresses the state or condition resulting from the action indicated by the verb:

e.g. **තැඹිලි පැහිලා**
The kingcoconuts are ripen.

පුටුව කැඩිලා
The chair is broken.

කාමරේ තෙමිලා
The room is wet.

Volitive Verb: expresses an action performed with the will of the doer.

Involitive Verb: expresses an action that is performed without the will of the doer.

III. PAST PARTICIPLE as "and"

A common use of the Past Participle form of the verb is to connect a number of verbs in sequence. The final verb in the series is the main verb. The main verb will be in the form demanded by the sense.

Structure: Vi .... Vn (past Participle) + **Main verb**

එයා කාලා බීලා ගෙදර ගියා.
She ate, drink and went home.

ලැරි තේ බීලා පත්තරේ බලලා වැඩට යනවා.
Larry drinks tea, reads the paper and goes to work.

මං මේ පොත ගෙදර ගෙනියලා කියවලා දෙන්නං.
I'll take this book home, read and give it to you.

IV. PAST PARTICIPLE + දෙනවා

Past participle of certain Volitive Verbs + **දෙනවා** has the meaning 'perform the action of the past participle for someone else'. The person for whom the action is performed, if expressed, is in the dative. The whole complex verb acts as a single verb, with **දෙනවා** in whatever form the sentence requires.

e.g. **මං කරියක් හදලා දෙන්නං.**

I'll make (you) a curry.

එයා මට උයලා දෙනවා.

She cooks for me.

ඔයා එයාට කේක් එකක් හදලා දුන්නද?

Did you make a cake for him?

මට මේ ලියුම සිංහලෙන් ලියලා දෙන්න පුළුවන්ද?

Could you write this letter in Sinhala for me?

V. PARTICIPLE vs. PERFECT SENTENCE

The present perfect may indicate that one has had the experience of doing something at some time in the past. In this usage, the subject may be first, second, or third person:

e.g. මං කොළඹ ගිහිං තියෙනවා.
I have gone to Colombo (I've been there).

එයා සිංහල චිත්‍රපටි බලලා තියෙනවා.
He has seen Sinhala movies (He has had experience).

VI. PAST PARTICIPLE with කොට (when)

With කොට (when)clause expressed or implied, a past participle sentence implies an action completed prior to that of the කොට clause, and thus equates with an English past perfect (i.e., 'had gone'gone'). In this usage, the subject may be any person, first, second, or third:

e.g. ඔයා එනකොට මං නුවර ගිහිල්ලා.
When you came, I had gone to Kandy.

මං ගෙදර යනකොට ලෝරා ඇවිල්ලා.
When I went home, Laura has come.

VERBAL NOUNS/GERUNDS

Verbal nouns are formed by adding එක to the verbal adjective. The verbal adjective is formed by adding න to the stem of the verb or omitting වා from the present tense verb.

E.g.

Verb Stem + න = Verbal Adjective
ය + න = යන
බො + න = බොන

E.g.

Present tense verb - වා = verbal Adjective
යනවා - වා = යන
බොනවා - වා = බොන

A major function of a verbal adjective is to form verbal nouns or gerunds by adding එක

E.g.

1. සිගරට් බොන එක හොඳ නැ.- Smoking is not good.
2. එළෝළු වගා කරන එක ලේසියි.- Growing vegetables is easy.

In conversation verbal nouns function as regular nouns so that they inherit all the different noun cases.

E.g.

1. මං සිගරට් බොන එකට කැමති නැ.
   I don't like smoking.
2. බැංකුවට සල්ලි දාන එකෙන් වාසි හුඟාක් තියෙනවා.
   There are lots of advantages by depositing money in a bank.

Note the difference between the verbal adjective and the verb infinitive.

Verbal Adjective	Verb Infinitive
බොන	බොන්න
යන	යන්න

II. VERBAL ADJECTIVES AS REGULAR ADJECTIVES

Another function of the verbal adjective is qualifying the noun with an action.

E.g.

1. එයා හැමදාම බොන මිනිහෙක්
   He is a person who drinks everyday.
2. බුරන බල්ලා හපන්නේ නැ.
   The barking dog never bites.

3. මට පොත දුන්න එක්කෙනා ලෝයර් කෙනෙක්.
The person who gave me the book is a lawyer.

In some cases the verb of the verbal adjective becomes intransitive.

E.g.

1. කුකුලංගෙන් හම්බවෙන ලාබෙ මදි.
The profit one gets from chickens is not enough.

2. ඉතුරු වෙන සල්ලි වලට කරන්නේ මොනවද?
What do you do with the money that one gets as the balance.

3. දවසකට වියදං වෙන ගාන කොච්චරද?
How much money does one spend per day.

INVOLITIVE VERBS

Volative Verbs			Involative Verbs		
Present Tense	**Past Tense**	**Past Participle**	**Present Tense**	**Past Tense**	**Past Participle**
කඩනවා break	කැඩුවා	කඩලා	කැඩෙනවා	කැඩුනා	කැඩිලා
වේලනවා dry	වේලුවා	වේලලා	වේලෙනවා	වේලුනා	වේලිලා
පුච්චනවා burn	පිච්චුවා	පුච්චලා	පිච්චෙනවා	පිච්චුනා	පිච්චිලා
පුරවනවා fill	පිරෙව්වා	පුරවලා	පිරෙනවා	පිරුනා	පිරිලා
මරනවා kill	මැරුවා	මරලා	මැරෙනවා	මැරුනා	මැරිලා
තම්බනවා boil	තැම්බුවා	තම්බලා	තැම්බෙනවා	තැම්බුනා	තැම්බිලා
වවනවා cultivate	වැවුවා	වවලා	වැවෙනවා	වැවුනා	වැවිලා
උණුකරනවා boil (water)	උණු කෙරුවා	උණුකරලා	උණු කෙරෙනවා	උණු කෙරුනා	උණු කෙරිලා
අඩනවා cry	ඇඩුවා	අඩලා	ඇඩෙනවා	ඇඩුනා	ඇඩිලා
මතක් කරනවා remind	මතක් කෙරුවා	මතක් කරලා	මතක් වෙනවා	මතක් වුනා	මතක් වෙලා
වට්ටනවා drop	වැට්ටුවා	වට්ටලා	වැටෙනවා	වැටුනා	වැටිලා

REPORTED SPEECH

STRUCTURE- Main Clause + Noun Clause + කියලා

kiyə la - කියලා

'kiyə la', 'කියලා', the past participle of 'kiyə nəwa' , 'කියනවා'; 'tell, call', has some speacial uses not shared by other past participles. One use is in repeating what someone else has said. Here it is used along with 'කියනවා ', and follows the repeated statement:

kiyə nəwa - කියනවා

Subject (Dative) + කියනවා

සෝමා මට කිව්වා සල්ලි දුන්නා කියලා

ahanə wa - අහනවා

Subject (Instrumental) + අහනවා

සෝමා මගෙන් ඇහුවා සල්ලි දුන්නද කියලා

In these sentences it is permissible to leave out කියලා though it is more customary to use it:

සෝමා සල්ලි දුන්නා කිව්වා

සෝමා සල්ලි දුන්නද ඇහුවා

hitə nəwa/dannə wa/teerenə wa

You can also express what you think what you know or what you understand in the form of reported speech using the 'kiyə la' structure.

මං හිතුවා ඔයා අද එයි කියලා

මං දැනගෙන හිටියා එයා දිනනවා කියලා

මට තේරෙනවා එයා ආඩම්බරයි කියලා

'lu' - it seems 'ලු'

The form 'lu' has the meaning 'it seems that' and is added at the end of any clause dependent upon it. When added to නෑ and බෑ they take the form නැති and බැරි respectively.

මහත්තයා ගෙදර.
The master is home.

මහත්තයා ගෙදරලු.
It seeems that the master is home.

ළමය කඩේ උන්නා.
The boy was in the shop.

ළමය කඩේ උන්නාලු.
It seems that the boy was in the shop.

ළමයාට යන්න බෑ.
The boy can't go.

ළමයාට යන්න බැරිලු.
It seems that the boy can't go

යෙදුම් - Phrases

කොටඋඩ	-	cannot do anything/helpless
අයිස් ගහනවා	-	breaking ice
වැටඋඩ	-	on the fence
වැඩේ බකල්	-	got stuck
පරිප්පු කෑවා	-	blew it/ate it
ඔළුව අවුල්වෙලා	-	confused/mixed up
යකාගේ වැඩක්නේ	-	it's a hell of a thing
යකා නැගලා	-	got angry
කුකුලෙක්	-	womanizer
සෙවලයෙක්	-	womanizer
මනමාලකම	-	flirting
බොරු සෝභනේ	-	pretending
හරි සවුත්තුව	-	big shame/got embarrassed
ඉල්ලං කනවා	-	asking for trouble
තරු පෙනුනා	-	saw the stars
ඔයා දන්න කෙහෙල්මල	-	What do you know?
ඔයාගේ වැඩක් බලාගන්න	-	mind your own business
මල සමයං	-	ridiculous
විකාරයක්	-	absurd
වැඩේමයි	-	who cares?
නහයෙන් අඬනවා	-	wimp

GRAMMAR STURUCTURES

1. S + Noun Case (instrumental)

මං ඇමෙරිකාවෙන්(ං)

2. S + Noun Case (instrumental) + ද

ඔයා එංගලන්තෙංද?

3 S + Noun Case (instrumental) + **නෙමෙයි**

මං එංගලන්තෙං නෙමෙයි

4. Noun Case (Genetive) [animate nouns]

මගෙ/ඔයාගෙ/අම්මගෙ/බල්ලගෙ/

5. N = N

මගෙ නම සිම

6. N = N + ද?

ඔයාගෙ නම මේරිද?

7. N = N + **නෙමෙයි**

මගෙ නම මේරි නෙමෙයි

8. N = N + Q.W?

ඔයාගෙ නම මොකද්ද?

9. N = N

මම ගුරුවරයෙක්

10. N = N + ද?

ඔයා ටූවරිස්ට් කෙනෙක්ද?

11. N = N + **නෙමෙයි**

මම ටූවරිස්ට් කෙනෙක් නෙමෙයි

12. N(English) [singular] + **එකක්/එක**

Chair එකක්	-	a chair
Chair එක	-	the chair

13. Verb (English) + forms of කරනවා

teach කරනවා/කෙරුවා/කරලා/කරන්නෙ නෑ/කෙරුවෙ නෑ

Adjectives

14. N + Adj + යි

ටවර් උසයි

15. N + Adj + (යි) ද?

ටවර් උස(යි)ද?

16. N + Adj + නෑ

දුවත් උස නෑ

17. S + Adj + N (N=N)

එයා දක්ෂ ගුරුවරයෙක්

18. S + Adj + N + ද? (N=N + ද?

ශිරිකා දක්ෂ ගුරුවරයෙක්ද?

19. S + Adj + N + නෙමෙයි (N=N + නෙමෙයි

සමන්තා දක්ෂ ගුරුවරයෙක් නෙමෙයි

20. S(Dative) + Adj (Emotional states) + යි

මට මහන්සියි

21. S(Dative) + Adj (Emotional States) + (යි) ද?

ඔයාට මහන්සිද?

22. S(Dative) + Adj (Emotional States) + නෑ

මට මහන්සි නෑ

23. S(Dative) + Adj (Emotional States) + Q.W?

ඔයාට මහන්සි ඇයි?

Comparisons

24. N(Dative) + වැඩිය N + Adj +යි

නුවරට වැඩිය කොළඹ රස්නෙයි

25. N(Dative) + වැඩිය N + Adj +(යි) ද?

නුවරට වැඩිය කොළඹ රස්නෙ(යි)ද?

26. N(Dative) + වැඩිය N + Adj නෑ

නුවරට වැඩිය කොළඹ සීතල නෑ

27. N(Dative) + වැඩිය N + Adj + Q.W?

නුවරට වැඩිය කොළඹ රස්නෙ ඇයි?

VERBS

PRESENT TENSE

28. S + O + Verb(Present)

මම නුවර වැඩ කරනවා

29. S + O + Verb(Present) + 'ද?

ඔයා නුවර වැඩ කරනවද?

30. S + O + Verb (Present Emphatic) + නෑ

මම මාතලේ වැඩ කරන්නෙ නෑ

31. S + Verb (Emphatic) + Q.W?

ඔයා වැඩ කරන්නෙ කොහෙද?

PAST TENSE

32. S + O + Verb (Past)

නිලන්ති ගෙදර ගියා

33 S + O + Verb (Past) + ද?

තිලක්ෂි ගෙදර ගියාද?

34. S + O + Verb (Past Emphatic) + නෑ

තිලක්ෂි කඩේ ගියේ නෑ

35. S + O + Verb (Past Emphatic) + Q.W?

තිලක්ෂි කඩේ ගියේ ඇයි?

PAST PARTICIPLES

36. V1(PP) + V2(PP) + Main Verb

මම ටවුමට ගිහිල්ලා පොතක් අරගෙන. ගෙදර ගියා

37. V1(PP) + V2(PP) + Main Verb + ද?

ඔයා ටවුමට ගිහිල්ලා. පොතක් අරගෙන. ගෙදර ගියාද?

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + නෑ

මම ටවුමට ගිහිල්ලා පොතක් අරගෙන. ගෙදර ගියේ නෑ.

38. V1(PP) + V2(PP) + Main Verb (Emphatic) + Q.W?

මම ටවුමට ගිහිල්ලා පොතක් අරගෙන. ගියේ කොහෙද?

INFINITIVE FORM OF THE VERB

39. V(Infinitive) = Imperative form

යන්න

40. V(Infinitive) + එපා [Prohibit]

යන්න එපා

41. V(Infinitive) + ද? [Asking for permission] *only 1st person

යන්නද

IRREGULAR VERBS

42. S(Dative) + N(inanimate, indef) + තියෙනවා

මට කැමරා එකක් තියෙනවා

43. S(Dative) + N(inanimate, indef) + තියෙනවද?

ඔයාට කාර් එකක් තියෙනවද2

44. S(Dative) + N(inanimate, indef) + නෑ

මට කාර් එකක් නෑ

45. S(Dative) + N(animate, plural) + ඉන්නවා

මට මල්ලිලා ඉන්නවා

46. S(Dative) + N(animate, plural) + ඉන්නවාද?

ඔයාට නංගිලා ඉන්නවද?

47. S(Dative) + N(animate, plural) + නෑ

මට නංගිලා නෑ

48. N (inanimate) + තියෙනවා

පිහි තියෙනවා

49. N (inanimate) + තියෙනවාද?

කිරි පිටි තියෙනවද?

50. N + තියෙන්නෙ Q.W?

බැංකුව තියෙන්නෙ කොහෙද?

51. N, N + Post Position තියෙනවා

බැංකුව, ඉස්පිරිතාලෙ ඉස්සරහ තියෙනවා

52. N (inanimate) + නෑ

කිරි පිටි නෑ

53. N(animate) + ඉන්නවා

සැලී ඉන්නවා

54. N(animate) + ඉන්නවාද?

කපිල ඉන්නවද?

55. N(animate) + නෑ

කපිල නෑ

56. S + ඉන්නෙ Q.W?

ඔයා ඉන්නෙ කොහෙද?

57. S + N(Genetive) + ඉන්නවා

මං පේරාදෙණියේ ඉන්නවා (කොළඹ. නුවර. මාතර. මාතලේ. කුරුණෑගල. වැලිමඩ)

IRREGULAR VERBS - ඕනෙ

58. S(Dative) + O + ඕනෙ

මට තේ ඕනෙ

59. S(Dative) + O + ඕනෙද?

ඔයාට කෝපි ඕනෙද?

60. S(Dative) + O + එපා

මට කෝපි එපා

61. S(Dative) + ඕනෙ Q.W?

ඔයාට ඕනෙ මොනවද?

PRONOUNS

	I	YOU	WE	SHE/HE	THEY	THIS PERSON
Direct	මං මම	ඔයා	අපි	එයා	එයාලා ඒගොල්ලො	මෙයා
Dative (to/for)	මට	ඔයාට	අපිට	එයාට	එයාලට ඒගොල්ලට ඒගොල්ලන්ට	මෙයාට
Genitive (Possessive)	මගේ	ඔයාගෙ	අපේ	එයාගේ	එයාලගේ ඒගොල්ලගේ ඒගොල්ලන්ගෙ	මෙයාගේ
Instrumental	මගෙන්	ඔයාගෙන්	අපෙන්	එයාගෙන්	එයාලගෙන් ඒගොල්ලගෙන් ඒගොල්ලගෙන්	මෙයාගෙන්

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST PARTICIPLE
ask	අහන්න	අහනවා	අහන්නෙ	ඇහුවා	ඇහුවෙ	අහලා
bring	ගේන්න	ගේනවා	ගේන්නෙ	ගෙනාවා	ගෙනාවෙ	ගෙනල්ලා
buy/take	ගන්න	ගන්නවා	ගන්නෙ	ගත්තා	ගත්තෙ	අරගෙන
come	එන්න	එනවා	එන්නෙ	ආවා	ආවෙ	ඇවිල්ලා
cook	උයන්න	උයනවා	උයන්නෙ	ඉව්වා	ඉව්වෙ	උයලා
do	කරන්න	කරනවා	කරන්නෙ	කෙරුවා	කෙරුවෙ	කරලා
eat	කන්න	කනවා	කන්නෙ	කැවා	කැවෙ	කාලා
get in "	නගින්න ගොඩවෙන්න	නගිනවා ගොඩවෙනවා	නගින්නෙ ගොඩවෙන්නෙ	නැග්ගා ගොඩඋනා	නැග්ගෙ ගොඩඋනෙ	නැගලා ගොඩවෙලා
get off	බහින්න	බහිනවා	බහින්නෙ	බැස්සා	බැස්සෙ	බැහැලා
give	දෙන්න	දෙනවා	දෙන්නෙ	දුන්නා	දුන්නෙ	දීලා
go	යන්න	යනවා	යන්නෙ	ගියා	ගියේ	ගිහිල්ලා / ගිහින්
has / have is /are		ඉන්නවා තියෙනවා	ඉන්නෙ තියෙන්නෙ	හිටියා තිබුනා	හිටියේ තිබුනෙ	ඉඳලා තිබලා
hit	ගහන්න	ගහනවා	ගහන්නෙ	ගැහුවා	ගැහුවෙ	ගහලා
hope	බලාපොරොත්තු වෙන්න	බලාපොරොත්තු වෙනවා	බලාපොරොත්තු වෙන්නෙ	බලාපොරොත්තු උනා	බලාපොරොත්තු උනේ	බලාපොරොත්තු වෙලා
keep /place	තියන්න	තියනවා	තියන්නෙ	තිබ්බා	තිබ්බෙ	තියලා
listen	අහගන්න	අහගන්නවා	අහගන්නෙ	අහගත්තා	අහගත්තෙ	අහගෙන
live / stay	ඉන්න	ඉන්නවා	ඉන්නෙ	හිටියා	හිටියෙ	ඉඳලා
look	බලන්න	බලනවා	බලන්නෙ	බැලුවා	බැලුවෙ	බලලා
learn	ඉගෙනගන්න	ඉගෙනගන්නවා	ඉගෙනගන්නෙ	ඉගෙනගත්තා	ඉගෙනගත්තෙ	ඉගෙනගෙන
make	හදන්න	හදනවා	හදන්නෙ	හැදුවා	හැදුවෙ	හදලා
meet	හම්බවෙන්න	හම්බවෙනවා	හම්බවෙන්නෙ	හම්බඋනා	හම්බඋනෙ	හම්බවෙලා
play	සෙල්ලංකරන්න	සෙල්ලංකරනවා	සෙල්ලංකරන්නෙ	සෙල්ලංකෙරුවා	සෙල්ලංකෙරුවෙ	සෙල්ලංකරලා
read	කියවන්න	කියවනවා	කියවන්නෙ	කියෙව්වා	කියෙව්වෙ	කියවලා

	INFINITIVE	PRESENT TENSE	PRESENT EMPHATIC	PAST TENSE	PAST EMPHATIC	PAST PARTICIPLE
reduce	අඩුකරන්න	අඩුකරනවා	අඩුකරන්නෙ	අඩුකෙරුවා	අඩුකෙරුවෙ	අඩුකරලා
repair	හරිගස්සන්න	හරිගස්සනවා	හරිගස්සන්නෙ	හරිගැස්සුවා	හරිගැස්සුවෙ	හරිගස්සලා
remind	මතක්කරන්න	මතක්කරනවා	මතක්කරන්නෙ	මතක්කෙරුවා	මතක්කෙරුවෙ	මතක්කරලා
rub	අතුල්ලන්න	අතුල්ලනවා	අතුල්ලන්නෙ	ඇතිල්ලුවා	ඇතිල්ලුවෙ	අතුල්ලලා
say	කියන්න	කියනවා	කියන්නෙ	කිව්වා	කිව්වෙ	කියලා
sit	වාඩිවෙන්න ඉඳගන්න	වාඩිවෙනවා ඉඳගන්නවා	වාඩිවෙන්නෙ ඉඳගන්නෙ	වාඩිඋනා ඉඳගත්තා	වාඩිඋනෙ ඉඳගත්තෙ	වාඩිවෙලා ඉඳගෙන
shut	වහන්න	වහනවා	වහන්නෙ	වැහුවා	වැහුවෙ	වහලා
sleep	නිදාගන්න	නිදාගන්නවා	නිදාගන්නෙ	නිදාගත්තා	නිදාගත්තෙ	නිදාගෙන
speak	කතාකරන්න	කතාකරනවා	කතාකරන්නෙ	කතාකෙරුවා	කතාකෙරුවෙ	කතාකරලා
swim	පීනන්න	පීනනවා	පීනන්නෙ	පීනුවා	පීනුවෙ	පීනලා
take	ගන්න	ගන්නවා	ගන්නෙ	ගත්තා	ගත්තෙ	අරගෙන/අරං
take away	ගෙනියන්න	ගෙනියනවා	ගෙනියන්නෙ	ගෙනිච්චා	ගෙනිච්චෙ	ගෙනියලා
think	හිතන්න	හිතනවා	හිතන්නෙ	හිතුවා	හිතුවෙ	හිතලා
teach	උගන්නන්න	උගන්නනවා	උගන්නන්නෙ	ඉගැන්නුවා	ඉගැන්නුවෙ	උගන්නලා
use	පාවිච්චිකරන්න	පාවිච්චිකරනවා	පාවිච්චිකරන්නෙ	පාවිච්චිකෙරුවා	පාවිච්චිකෙරුවෙ	පාවිච්චිකරලා
work	වැඩකරන්න	වැඩකරනවා	වැඩකරන්නෙ	වැඩකෙරුවා	වැඩකෙරුවෙ	වැඩකරලා
write	ලියන්න	ලියනවා	ලියන්නෙ	ලිව්වා	ලිව්වෙ	ලියලා
wash	හෝදන්න සෝදන්න	හෝදනවා සෝදනවා	හෝදන්නෙ සෝදන්නෙ	හේදුවා සේදුවා	හේදුවේ සේදුවේ	හෝදලා සෝදලා
wake up	නැගිටින්න ඇහැරීන්න	නැගිටිනවා ඇහැරීනවා	නැගිටින්නෙ ඇහැරීන්නෙ	නැගිට්ටා ඇහැරීයා	නැගිට්ටෙ ඇහැරීයෙ	නැගිටලා ඇහැරලා
weigh	(බර) කිරන්න	කිරනවා	කිරන්නෙ	කිරුවා	කිරුවෙ	කිරලා
win	දිනන්න	දිනනවා	දිනන්නෙ	දිනුවා	දිනුවේ	දිනලා
wipe	පිහින්න පිහිදාන්න	පිහිනවා පිහිදානවා	පිහින්නෙ පිහිදාන්නෙ	පිහුවා / පිස්සා පිහිදම්මා	පිහුවෙ / පිස්සෙ පිහිදම්මෙ	පිහලා පිහිදාලා

POST POSITIONS

about	ගැන	middle	මැද
after	පස්සේ	near	ළග
along	දිගේ	on	උඩ
among	අතර	opposite/in front of	ඉස්සරහ
at	දිහා	outside	පිට
before	ඉස්සර	under	යට
behind	පිටිපස්සේ	via	හරහා
between	අතර	with	එක්ක
inside	ඇතුලේ		

Discourse Markers

ee kiyanne	ඒ කියන්නෙ	I mean ..(that means ..) that is to say
eekə nemey	ඒක නෙමෙයි	by the way
etəkoTə	එතකොට	then (at that time)
ehenaŋ	එහෙනං	then (inthat case , if so)
namut	නමුත්	but
haebaey	හැබැයි	however
eet	ඒත්	but still / but yet
itiŋ	ඉතින්	so
aettədə ?	ඇත්තද ?	is that true
ehemadə ?	එහෙමද?	is that so
tawə	තව	more ..(and , further)
ee wageemə	ඒ වගේම	and also
koo balanna	කෝ බලන්න	let me see
ee unaaTə	ඒ උනාට	but- nevertheless
eekə hari	ඒක හරි	that's right
ee nisaa	ඒ නිසා	therefore, because of that
eekay	ඒකයි	that's why
eekə neennan	ඒකනේන්නං	that's the thing , that's for sure
ee unat	ඒ උනත්	even if / even though / although